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ABSTRACT

This program guide for physical education program improvement and development is designed to offer options for organization, program content, resources, teaching methodologies, and evaluation, consistent with efforts of individualizing and humanizing education. Topics considered include: legal mandates and philosophy; public relations; organization; administration; equipment guidelines; program safety; evaluation; instructional program design; program content grades K-12; physical fitness; adapted physical education; perceptual motor programs; elective programs; intramural programs; extramural programs; interscholastic programs; and school and community programs. (MM)

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MOTION AND DIRECTION

PHYSICAL EDUCATION CURRICULUM GUIDE

GRADES K-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

PHYSICAL activity engaged in by the individual contributes materially to one's growth, development, and well-being. One who has acquired skills in and an appreciation for physical activity is inclined to be active throughout life. Consequently, the Indiana Department of Public Instruction and the Indiana State Board of Health have promoted, encouraged, and supported quality programs of physical education for school-aged boys and girls throughout the years.

In carrying out the legal and professional obligations and responsibilities in physical education, the Indiana State Board of Health and the Indiana Department of Public Instruction have cooperated in providing educational assistance. Guided by sound educational philosophy and concepts the agencies have worked with local school cooperations, colleges and universities, the Indiana Association for Health, Physical Education, and Recreation, and other related professional organizations.

The curriculum guide *Motion and Direction* is further evidence of concern for the organized physical education program. The guide is available for use by classroom teachers, special education teachers, physical education teachers, and administrators working with students in grades K-12.

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INTRODUCTION

IT is the purpose of this guide to present a framework and serve as a motivator for local schools to develop the best possible physical education instruction by evaluating present local programs in terms of students' needs, successes, and performance abilities; thereby adapting, modifying, and strengthening the program wherever the need exists.

THIS guide can be used by administrators, classroom teachers, and physical education specialists at either the elementary or secondary levels.

IT is designed to offer options to organization, program content, resources, teaching methodologies, and evaluation, consistent with efforts of individualizing and humanizing education.

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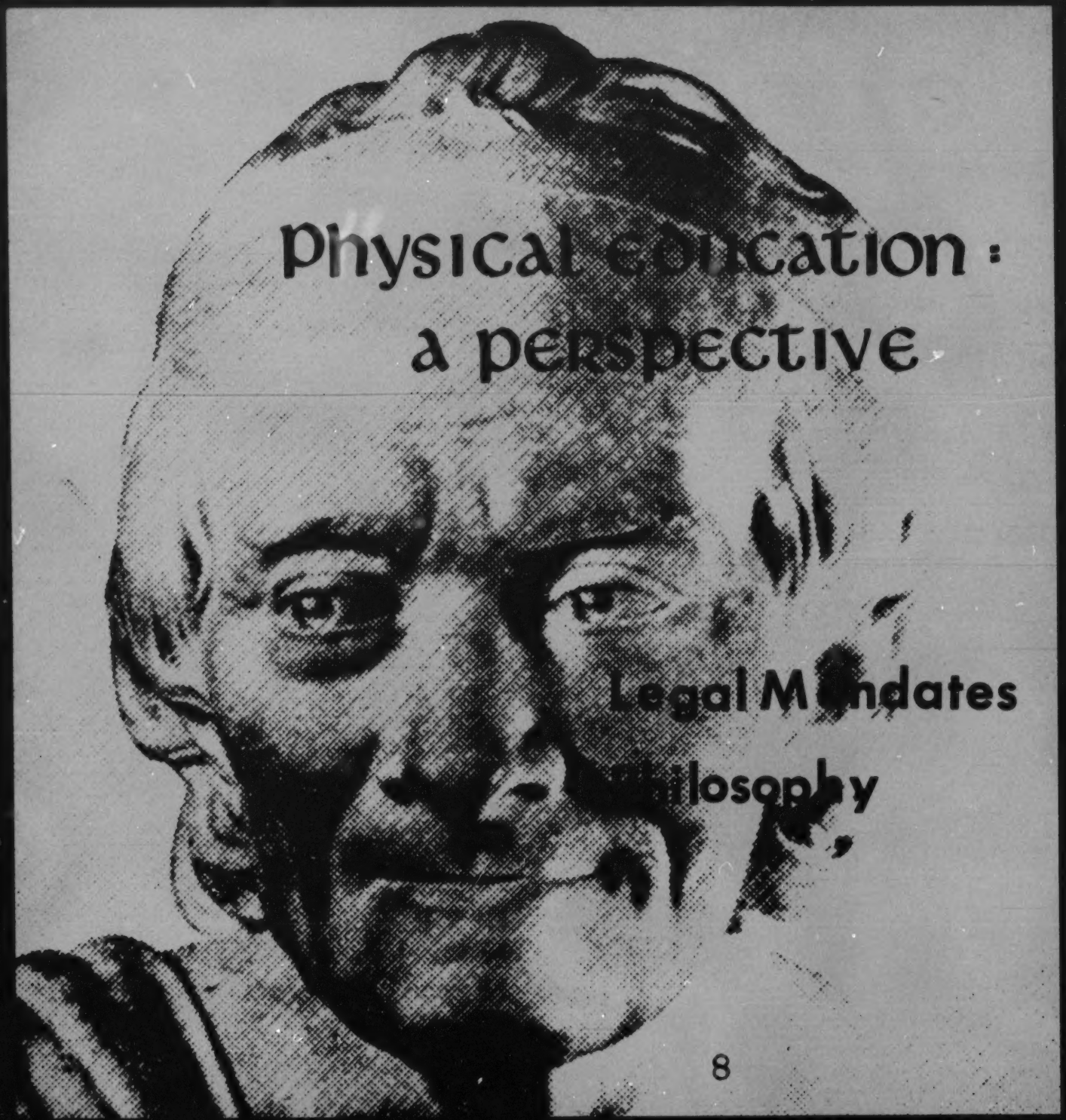

Physical education :
a perspective
Legal Mandates
Philosophy

LEGAL MANDATES

Federal Regulations . . .

The Department of Health, Education and Welfare has published an implementing regulation for Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in Federally-assisted educational programs. Specifically, Title IX states:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. . ."

While generally prohibiting sex segregated physical education classes, the regulations do allow separation in classes during competition in wrestling, basketball, football, and other sports involving body contact. Regulations also require the use of standards for measuring skill or progress in physical education classes which do not adversely affect members of one sex.

Final Title IX Regulation Implementing Education Amendments of 1972 U.S. Dept. of HEW, Washington, D.C., June, 1975.

Indiana Commission on General Education

The Commission on General Education requires that an adequate gymnasium or physical education facilities shall be available and scheduled for regular instructional use. In compliance with guidelines established, school districts are directed to institute programs which are adapted to the ages and capabilities of pupils in both the elementary and secondary grades.

PHYSICAL EDUCATION IS . . .

a process that contributes to the development of the individual through the natural medium of physical activity—human movement

while . . .

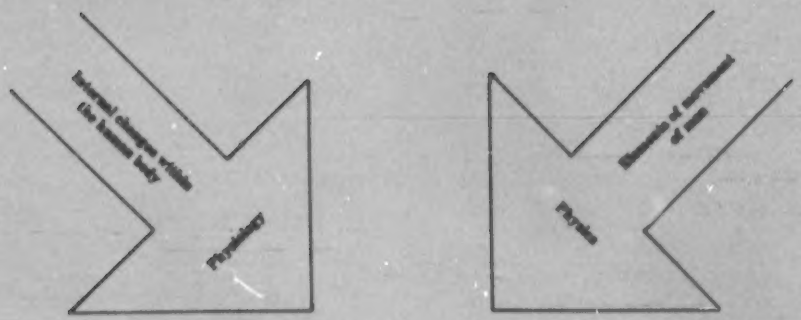
recognizing the unique characteristics of children—physical, mental, emotional, and social.

Research

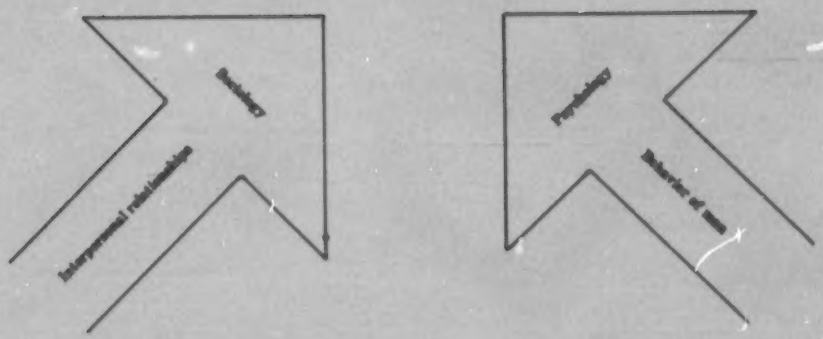
THE ROLE that physical exercise plays in the maintenance of health and the recovery from serious disease is highlighted by the following research* findings:

1. Physical activity relates to weight control.
2. Physical activity needs for women and girls are the same as for men and boys.
3. Muscle tension can be relieved by moderate exercise.
4. Lack of physical activity relates to coronary heart disease.
5. Physical activity improves functional efficiency at any age.
6. Physical activity aids in the adaptation to stress.
7. The role of exercise in lung ventilation is significant.
8. Longevity relates to physical activity.

*(Abstract from *Science and Medicine of Exercise and Sports*).



PHYSICAL EDUCATION
IS A DISCIPLINE



Physical Education Is Essential to Good Health . . .

Automation and labor-saving gadgetry have created an inactive, sedentary, free-from-physical-stress lifestyle and have allowed many young people to become increasingly weak and physically unfit. Many of the degenerative diseases have a direct relationship to a decline in individual physical fitness.

Educators and school corporations cannot leave to mere chance the educational preparation of youth for their own self-survival. Individuals need to learn to budget leisure time for physical activities. Individuals need to be provided the opportunity to value physical activities which express their own interests. The activities introduced to them should be of the quality to be enjoyed throughout their adult life and assist them to maintain their own individual level of fitness.

Physical education instruction can teach individuals how to control their bodies for the purpose of relaxation. The ability to relax from the mental stress through physical activities can insure a healthier and better adjusted youth. Physical education can develop a more positive "self-concept."

Individuals who feel good about themselves—who are active and involved—who can act effectively and with grace—are more at ease socially and more self-assured in whatever they try to do.

PHYSICAL HEALTH

SOCIAL

PHYSICAL EDUCATION

HEALTH

STATUS OF HEALTH AND SOCIAL ADAPTATIONS

Situation	Suggestion
Illness or disability	Assigned to a modified program
Absent as a result of a severe illness or injury	Physician's statement
Pre-athletic competition	Physician's statement
Religious exclusion	Assigned to a modified acceptable program

PHYSICAL EDUCATION

Learning Environment Should . . .

- provide a desirable instructional atmosphere.
- provide for effective class involvement.
- provide for maximum participation and total development of each student through meaningful educational experiences.
- promote the utilization of class time efficiently and effectively.
- allow for effective use of pupil leadership.
- promote the efficient management of supplies, equipment and facilities.

Physical Education Programs Should Provide For . . .

- a reasonable balance of planned activities.
- a sequential development of skills and movement patterns.
- elective opportunities for students.
- special opportunities for students with particular needs and abilities.
- learning experiences which foster creativity, self-direction, and problem-solving.
- the development of behaviors, attitudes, appreciations, and understandings required in establishing and maintaining effective human relationships.
- learning experiences which contribute to the development and maintenance of health, lifelong skills, abilities, and interests.
- opportunities to clarify values and attitudes.

AND . . .

Insure the Continuity of the Learning Experience by . . .

Consistent application of fundamental principals of child development and learning—

- individual readiness.
- relation of new materials to familiar experiences.
- review activities which reinforce learning.
- individual needs for personal security.
- appropriate grouping of students.

Wise selection of education objectives—

- concept of physical fitness as correlated with the individual's strength, agility, etc.
- program objectives in relationship to the individual's mental, social, emotional, and physical states.

Well-balanced curriculum content—

- sequential learning experiences based upon the individual's readiness and need.
- key concepts and basic movement skills.

Therefore, Individual Programming Should . . .

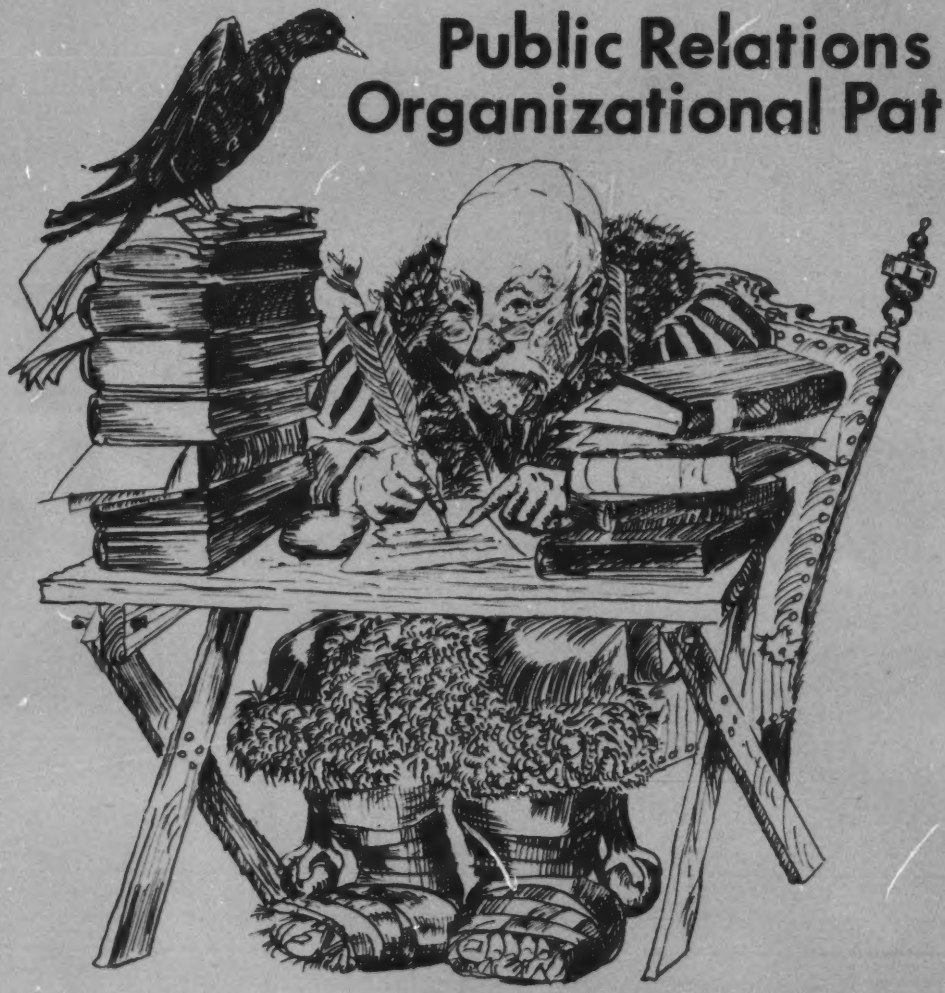
Be based on an assessment of . . .

Physical maturity
Muscular development
Coordination
Stature
Strength
Organic or functional disorders
Presence of infection
Physical disabilities

As well as objectives based on . . .

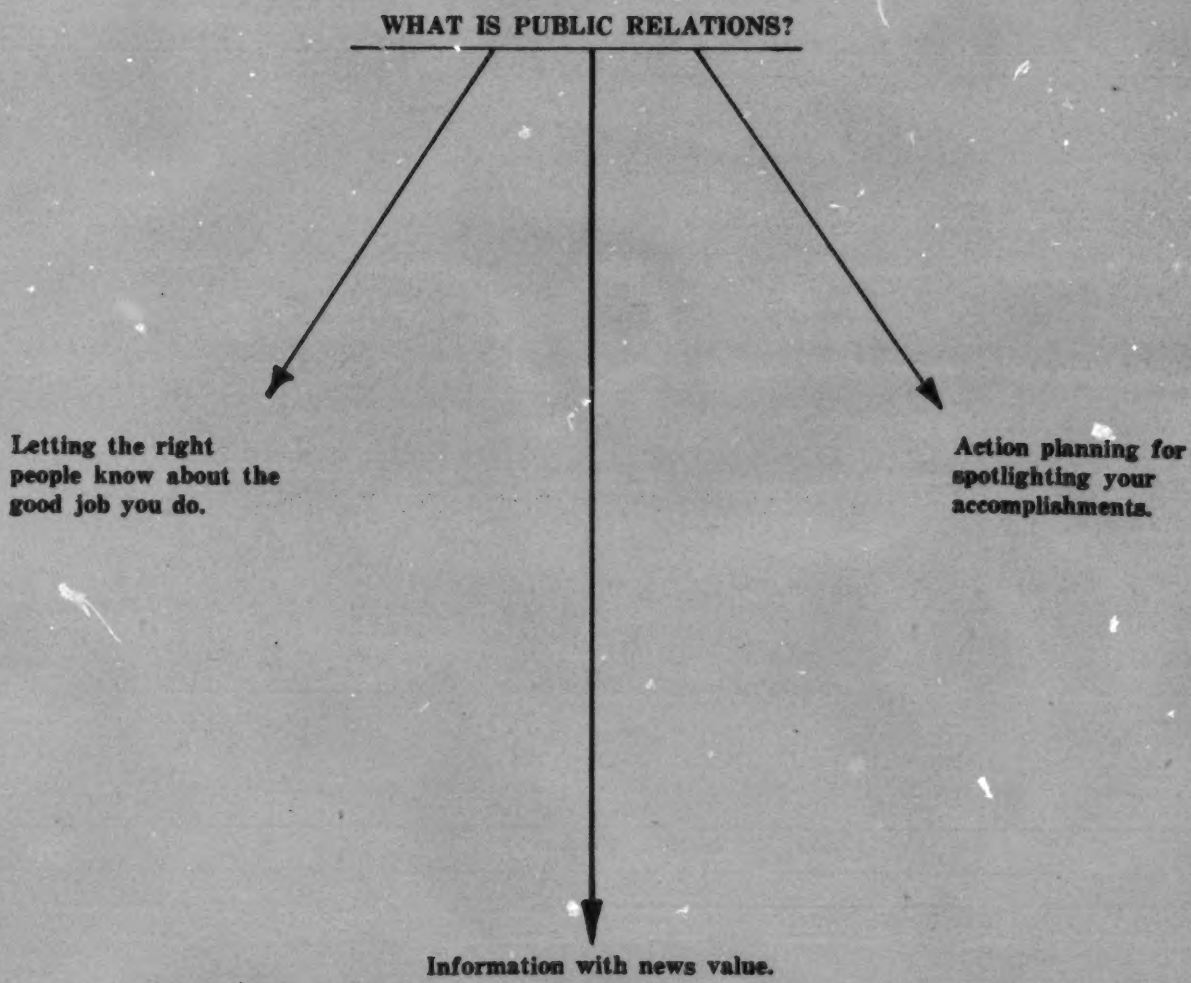
Socio-psychological factors
Interests
Emotional stability
Social skills
Self-concept
Problem-solving skills
Values
Decision-making abilities
Attitudes toward learning and school experiences

managing the system



Public Relations
Organizational Patterns

Administration
Program Safety
Evaluation


WHAT IS PUBLIC RELATIONS?
Letting the right people know about the good job you do.
Information with news value.
Action planning for spotlighting your accomplishments.

Public Relations Message . . .

A physically educated person is one who has acquired knowledge and skills concerning his body and how it works.

Physical activity can provide good physical and mental health.

Physical education can contribute to academic achievement.

A physical education program can contribute to the development of a positive self-concept.

A physical education program can help an individual attain personal and social adjustment skills that form a basis for living in a democracy.

appropriate for . . .
SCHOOL AND COMMUNITY AWARENESS

Communication Techniques . . .

Face-to-face contact	Demonstrations
Posters	PTA programs
Visual materials	Personal correspondence
Public media	Curriculum guides
Personal conversations	Report cards

Participation in community activities
Programs that physically involve parents
Brochures and booklets
Meetings: in-service training program
Participation in local educational associations and or organizations
Recreation and social activities
Public meetings
Participation in local political life
Letters to the editor
Competitive athletic programs
Open house or media personnel

. . . Students are the best salesmen!

Public Relations Checklist . . .

Do my students understand the physical education experiences?

Are students able to communicate physical education objectives to others?

Do I communicate to other educators and administrators about innovations in physical education?

Am I aware of newsworthy events in the school's physical education program and call them to the attention of local news media through appropriate channels?

Am I aware of individuals in the community who could provide support for the school program?

Do I take advantage of opportunities to promote physical education programs in the school environment and the community?

Do I participate in state, district, and national association activities?

Am I informed on new ideas and trends in education?

Do I use all the resources available?

Do I promote the lifetime aspects and benefits of physical education learning experiences?

Have I expressed appreciation to individuals who support physical education programs?

SCHEDULING APPROACHES FOR INSTRUCTION

Well-planned administrative scheduling and appropriate teaching methods are essential to a successful program. In order to develop a schedule which provides for individual needs, it is necessary to consider the following: (1) the number and kinds of students, (2) the needs, interests and abilities of students, (3) the skills and interests of available instructors, and (4) the number of available teaching stations. The following examples of scheduling approaches are cited as options appropriate for either a traditional or flexible school environment.

SCHEDULING PATTERNS FOR INSTRUCTION IN PHYSICAL EDUCATION

Characteristics	Traditional	FLEXIBLE		
		Competency Based	Elective Mini-Courses	Advanced Courses
Time Allotment	Each subject is allotted an equal amount of time. Class periods usually are 45-55 minutes and each subject usually occurs at the same time each day.	Class periods are usually based on short time segments called modules varying from 10-30 minutes. Modules are combined to provide appropriate time blocks for specific instruction; activities may occur in various time slots throughout the day.	Time segments can vary from 6 days to 9 weeks and can fit into regular daily periods.	Courses may incorporate additional time for independent study along with regular class periods.
Number of Students	Normally the class size remains constant with 35 pupils a recommended maximum.	Class size may vary dependent upon the needs of the student, the type of activity, and the availability of staff.	Class size may vary dependent upon interests of students, availability of facilities, and role of the staff.	Class size may vary dependent upon interests and abilities of students, availability of facilities, and role of the staff.
Grouping Patterns	Generally the class is heterogeneous. Individual needs are provided for through patterns of grouping that may include circuit teaching, small group activities, etc.	Students are grouped on the basis of specific needs and/or competencies. This provides a vehicle for dealing with both deficiencies and particular abilities and talents.	Students are grouped primarily on the basis of interest. Courses may be designed so as to provide electives on a restricted or open basis. They may also be phased in order to provide for different ability levels.	Students are grouped on the basis of interest and ability. A course design is based on prerequisites.
Co-educational Programs	Generally, classes may be co-educational except for the contact sport areas.	Classes are organized on the basis of an individual's skill ability.	Classes could be organized on the basis of the individual's interest.	Classes could be organized on the basis of the individual's interest and skill ability.
Teacher Role	The teacher generally functions primarily as the leader or director of class activities.	The teacher assumes a variety of roles. Teacher serves as a diagnostician and prescriber. Sets up activities designed to meet specific student needs. May work in team situation with other teachers.	The teacher assumes a variety of roles . . . e.g. . . . guidance to students, course design, director of activities, supervisor, etc. May work in team teaching arrangement including the use of paraprofessionals.	The teacher assumes a variety of roles . . . e.g. . . . guidance to students, course design, director of activities, supervisor, etc. May work in team teaching arrangement including use of paraprofessionals.
Student Options	There is limited choice in terms of the type of activity available. Special provision may be made, however, for pupils with particular needs.	Activities are based upon particular needs and/or abilities. Optional approaches may include small group activities, independent study, leadership responsibilities, etc.	Activities may be based upon an analysis of needs and interests. Choices may include out-of-school experiences, independent study, small group experiences, etc.	Activities may be based upon an analysis of needs, and interests, skill ability, and leadership ability. Choices may include out-of-school experiences, independent study, small group experiences, etc.
Student Evaluation	Evaluation is usually based on group norms, however, provisions might be made for individual progress.	Evaluation is generally based upon attainment of realistic competencies on an individual basis.	Evaluation strategies may vary. Assessment may be based upon performance, interest, ability, etc. or a combination of factors.	Evaluation strategies may vary. Assessment may be based upon performance, interest, ability, etc., or a combination of factors.

CONTENT SCHEDULING APPROACHES

Elementary Schools

BASIC WEEKLY SCHEDULE PLAN

Activities are alternated according to certain days of the week. The same pattern is repeated every week.

Advantages:

- excellent for the primary grades when taught by a classroom teacher
- helps insure proper content balance in the program
- facilitates the sharing of equipment and facilities
- students know what to expect and can dress in the proper clothing

Disadvantages:

- teacher may not allow for flexibility
- not appropriate when physical education is not planned on a daily basis

SEASONAL UNITS PLAN

Experiences are organized as a series of seasonal units. The unit may vary in time. In a daily program two units may be offered concurrently. This plan is best suited for the intermediate grades.

Advantages:

- provides for seasonal interest and motivation
- provides for continuity of presentation
- more advantageous for the intermediate grades due to increased interest span
- minimizes the need for sophisticated facilities

Disadvantages:

- in many cases, a well-balanced program is not maintained and individual needs are not met

INFORMAL YEARLY BALANCE PLAN

An outline would provide only a single list of suggested activities for use if time permits. No definite sequence of units is set; no specific pattern for the weekly schedule is followed.

Advantages:

- physical education teacher can work with the classroom teachers individually to plan the most suitable program for that situation

Disadvantages:

- based on close evaluation and supervision of the physical education teacher
- may allow for too much program variability
- requires constant evaluation and adjustment of daily lesson plans

CYCLIC PLAN

This plan is quite similar to a basic unit plan, however, time units are based upon the administrative division of the school year.

Advantages:

- provides for continuity and progression
- provides for strict budgeting of time
- helps assure logical progression
- by budgeting the time between fewer activities, each year allows for more intensive instruction which can lead to greater skill development

Disadvantages:

- program flexibility is limited
- is ineffective with short class periods

Middle/Junior and Senior High Schools

PRESCRIBED SINGLE BLOCK PLAN

This sets up a basic sequence to be followed by all students. Units may vary in length. The students are classified according to grade level; and the curriculum is planned on a three, four or six-year basis depending upon the school organization.

Advantages:

- the pattern encourages progression in the curriculum
- provides for balance and planned sequence
- allows dual activities to be presented
- lends itself to the small school where grades are combined

Disadvantages:

- does not compensate for individual differences within any one grade level
- may involve overlap and repetition
- requires a great deal of administrative scheduling

CONCURRENT UNIT PLAN

Two units of activities are scheduled for the same grade level concurrently. This plan is widely used in schools offering classroom work in physical education or when facilities such as swimming pools are shared.

Advantages:

- provides a higher level of interest and motivation
- makes optimum use of facilities and personnel
- allows for flexible pupil grouping and team teaching

Disadvantages:

- difficulty in maintaining continuity of instruction
- increased scheduling difficulties

ELECTIVE PLAN

Elective programs are possible with many pattern variations. The basic program can be carried through the ninth, tenth or eleventh grade, allowing the student to elect in the last two or three years.

Advantages:

- meets individual differences
- increases student's enthusiasm for participation in physical education

Disadvantages:

- is practical only for large schools with good instructional facilities
- requires great care in scheduling and record maintenance

INTRAMURAL AND INTERSCHOOL PROGRAM

There is no one time period that can be set aside for intramurals, thus achieving a successful program. All of the time periods discussed here have been successfully used in many environments and may contain some ideas of practical value. These programs provide a laboratory situation for the use of skills mastered in the instructional program.

Program A:

The interamural sports program supplements the daily physical education program and serves the interests and needs of pre-adolescent students. The program is offered during prime-time, 3:20 to 4:40 p.m. on three afternoons each week. A bus service is provided for students after intramurals.

Program B:

At the beginning of each school year students are assigned to home room teams. These home room teams then serve as the basic unit for competition in the sports intramural program. The number of teams within a home room depends on the number of students in the home room and the sport in season. A desirable feature of this intramural program is the scheduling of activities to overlap the physical education class in which the basic skills, strategies, and rules are taught. Two weeks after this introduction, a schedule of intramural games by home room teams is started in the selected sport. The season for the games extends two weeks beyond the physical education activity. During this two week period a new activity is introduced in the physical education class. The intramural sports program takes priority over any activity except the regular physical education class for use of the fields and facilities. Transportation needs to be provided only if this type of program is scheduled after school hours.

Program C:

A low key interschool athletic program is scheduled with other schools for boys and girls in five sports but no records are kept for the purpose of declaring a champion. The majority of the practices are conducted in the mornings before school so the activity areas will be available for the larger numbers of students involved in intramurals immediately after school. The priorities for transportation will need to be determined by the local school corporation.

LARGE GROUP INSTRUCTION

SUGGESTED ACTIVITIES

Skill demonstration, exercises, mimetic practice.

Orientation, history, prevalence of activity, rules, strategy.

Exercise and movement exploration tasks.

Advantages:

- Combination of classes for the introduction of material relevant to all pupils.
- Release time available for both students and teachers.
- Opportunity for released teachers to prepare for succeeding lessons while one teacher is teaching several classes.
- Opportunity for teachers to specialize in areas of competency.

Special Considerations . . .

- Periodic Evaluations.
- Students' short attention span.
- Appropriateness of audio-visual aids.
- Students' age and past experiences.

INDEPENDENT STUDY

SUGGESTED ACTIVITIES

Independent practice of sport, dance, recreational, or physical fitness activities.
Academic research into desired areas.
Skill practice, analysis, and correction of movement errors.
Self-evaluation.
Movement exploration tasks.

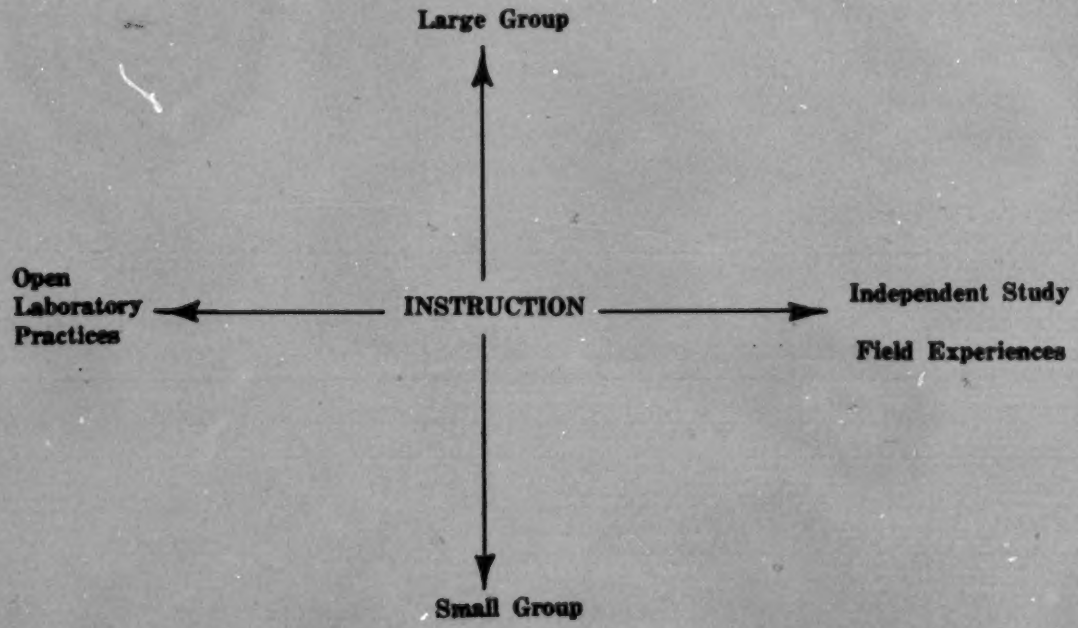
Advantages:

- Encourages appreciation for, and interest in, self-evaluation.
- Promotes self-motivation and self-responsibility.
- May improve research skills.
- Assists in providing the process and skills to carry on motor learning throughout life.

Special Considerations . . .

- Time allotments dependent upon the task difficulty, the ability of the student, and the facilities and/or resources necessary for the task.
- Possible contractual arrangement between the student and the teacher identifying objectives, processes, and evaluative techniques.
- The availability of a variety of facilities, e.g., resource learning laboratory, gymnasium, playing fields, community resources such as bowling alleys, golf courses, etc.

CLASSROOM ORGANIZATIONAL APPROACHES



OPEN LABORATORY PRACTICE

SUGGESTED ACTIVITIES

Enrichment activities and/or projects.
Informal practice or recreational opportunity.

Advantages:

- Opportunities for students to practice skills or participate in small team activities beyond the structured learning experiences.
- Time for students to receive additional individual assistance.
- A supplement to in-class learning experiences.

Special Considerations . . .

- Availability of gymnasium to students during specified times.
- Participation on a voluntary basis.
- A range of activities which give students a chance to participate in an activity of their choice.
- Provisions for maximum safety, supervision and minimum of confusion.
- Open to all students rather than an extra practice period for varsity athletes.

SMALL GROUP INSTRUCTION

SUGGESTED ACTIVITIES

Team play, skill drills.

Team and individual strategy development.

Movement tasks.

Skill and physical fitness tests.

Technique, skill practice and analysis.

Advantages:

- Opportunities to group students on the basis of specific needs, interests, and/or abilities.
- Increased student interaction with the teacher and/or classmates.
- Opportunities for students to actively participate in learning.

Special Considerations . . .

- Size of group for student-student and student-teacher interaction.
- Grouping based upon the nature of the learner and the task.
- Time allotment in accordance with attention span and nature of task.

TEACHING STRATEGIES

THE SPECTRUM of teaching styles reflects a philosophy of education which promotes independence in decision making, independence in seeking alternatives, and independence in learning.

The purpose of using alternative styles is to teach the student to increase one's capacity for decision making. This increase seems to occur step by step as new kinds of behavior are understood and assimilated by the students. It is important to develop a variety of techniques for each style in order to inculcate in students the essence of the anticipated behavior. The structure and purpose of a teaching style determines the specific techniques that are best suited for carrying it out.

Command Style
Task Style
Reciprocal Teaching Style
Individual Program Style
Guided Discovery Style
Creative Problem Solving Style

COMMAND STYLE

Command Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Active	Active
Role of Student	Passive	Passive	Passive

Teacher Responsibilities

1. Sets objectives and activities.
2. Gives explanations and directs activities.
3. Measures performance.

Student Responsibilities

1. Follows directions.
2. Performs assigned task or activities.

Advantage: Provides criteria and conditions for acceptable performance.

Special Considerations: Can be used with any subject content. Provides for teacher control of the learning environment.

Limits individual student choice, decision-making, and cognitive development.

TASK STYLE

Task Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Active	Jointly Active
Role of Student	Passive	Active	Jointly Active

Teacher Responsibilities

1. Sets objectives and determines several tasks or activities.
2. Assigns areas for each task.
3. Encourages student choice based upon individual ability.
4. Evaluates on the basis of student performance.

Student Responsibilities

1. Selects tasks on the basis of ability and/or interest.
2. Becomes less dependent on teacher.
3. Participates in the evaluation process.

Advantage: Provides opportunities for choices among students with varying abilities.

Special Considerations: Allows for maximum utilization of time and space. Affords greater student participation.

Can be used in areas such as perceptual motor skills, object handling, gymnastics, physical fitness, etc.

Requires additional planning time and organization skills.

RECIPROCAL TEACHING STYLE

Reciprocal Teaching Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Active to Semi-Active	Passive
Role of Student	Passive	Active	Active

Teacher Responsibilities

1. Sets objectives and determines activities.
2. Explains activities or tasks to both partners (doer and observer). May provide task cards or lists.
3. Observes the ability of the partners to assist each other in the performance of the task.
4. Corrects the *observer* only as part of the evaluation process.

Student Responsibilities

1. Learns expectations for both the observer and the doer and reverses roles.
2. As observer evaluates and corrects behavior of doer, may request teacher assistance.
3. As doer, responds to information from observer and corrects errors.

Advantage: Allows for more observation and supervision of performance and provides students with the opportunity to learn how to receive criticism and evaluation from a peer.

Special Considerations: Requires the teacher to develop a process of learning which enables the student to learn to observe and work with a partner. Gives the doer independence of the teacher.

Is appropriate in areas such as skill drills, gymnastics, swimming, etc.

Requires time and patience to teach students to function as partners.

INDIVIDUAL PROGRAMMING STYLE

Individual Programming Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Semi-Active	Passive
Role of Student	Passive	Active	Active

Teacher Responsibilities

1. Selects and organizes the subject matter into programs.
2. Presents program via explanation,

Student Responsibilities

1. May select program.
2. Assumes responsibilities for completing the program.

INDIVIDUAL PROGRAMMING STYLE *(continued)*

Individual Programming Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Semi-Active	Passive
Role of Student	Passive	Active	Active

demonstration, and/or audio-visual aids.

3. May observe, correct, or evaluate if needed.

3. Engages in self-evaluation activities.

Advantage: Provides for maximum utilization of facilities, equipment, and time. Is a designed opportunity for the student to accept himself as a self-directed learner.

Special Considerations: Requires flexibility within a schedule.

Requires a thorough knowledge of the subject area in order to develop programs.

Can be used in areas such as archery, badminton, golf, etc.

May require a great deal of time to make the necessary adjustments in curriculum.

GUIDED DISCOVERY STYLE

Guided Discovery Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Active	Active	Active
Role of Student	Active	Active	Active

Teacher Responsibilities

1. Determines activities in which guided discussions leading to performance are appropriate.
2. Asks sequentially planned questions which lead students to discover information.
3. Reinforce student responses without supplying answers.
4. Evaluates continually as students respond.

Student Responsibilities

1. Deals with topic(s) initiated by the teacher/facilitator.
2. Assumes responsibility for exploring ideas and suggesting responses to questions posed by the teacher/facilitator.

GUIDED DISCOVERY STYLE *(continued)*

Advantage: Allows students to experience success through discovery at their own rate.

Special Considerations: Requires the teacher to assume a facilitative rather than directive role by designing problems, asking questions, and eliciting student responses. Is appropriate for such areas as gymnastics, movement exploration, basketball and swimming.

Limits the range of acceptable student performances due to guidance toward a single pre-determined response.

CREATIVE PROBLEM-SOLVING STYLE

Creative Problem-Solving Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	Semi-Active	Semi-Active	Passive
Role of Student	Passive	Passive	Active

Teacher Responsibilities

1. Assists in the identification of the problem situation.
2. Encourages students to identify, test, and evaluate alternative solutions or responses.
3. Provides technical assistance when needed.

Student Responsibilities

1. Recognizes problem to be solved.
2. Explores a range of alternatives and assesses their effectiveness.
3. Learns to assume responsibility for utilizing the teacher as a resource person.

Advantage: Provides for a range of acceptable responses and requires student initiative.

Special Consideration: Requires the teacher to serve as a resource person in a non-judgmental role.

Can be used in areas such as bowling, golf, archery, basketball, etc. for the refinement of a skill to improve accuracy.

Allows trial and error behavior on the part of students and may not provide sufficient successful achievements.

LOCAL SCHOOL BOARDS . . .

School Boards should be accountable for . . .

Providing opportunities for in-service training.

Supporting physical education programs that are responsive to student needs.

Viewing physical education as an integral part of the curriculum.

Considering the maximum use of facilities by the community for the entire year.

Supporting effective communications between groups and individuals in the school and community.

Supporting time allocations during the instructional day for physical education.

Determining the responsibility for the teaching of physical education.

ADMINISTRATION . . .

Since the quality of the program depends to a large extent upon the guidance and direction of the school administrator, school administrators should be accountable for . . .

Knowing the physical education needs of children.

Providing a physical education program as an integral part of the instructional experiences for each child.

Encouraging teachers to evaluate the program in view of meeting the needs of the children.

Providing leadership in program development.

Providing in-service education opportunities.

Coordinating scheduled events so that space, facilities, and equipment are utilized safely and efficiently throughout the day, and so that all age groups share equally in their use.

Making provisions in the annual budget for purchasing and maintaining supplies, equipment, and audio-visual aids.

Planning with teaching staff, parents, dental and medical personnel for the periodic examination of children along with the follow-up procedures for the correction of remedial defects.

Establishing policies, in cooperation with the medical profession and parents, for adjusting physical education to the needs of children who may have physical limitations.

Helping to interpret the physical education program to parents and to the community.

Assisting teachers in scheduling and planning an intramural program for students.

Discouraging highly competitive athletic contests for children of elementary school age.

Providing suitable athletic contests for boys and girls of elementary school age with controls on competition.

Providing for input by instructional staff in the planning and designing of facilities.

TEACHERS

Teachers responsible for the physical education program should . . .

- bring to the teaching-learning situation competency and concern.
- arrange to have a rich learning environment with ample student options.
- plan with careful thought given to individual student needs.

and should be accountable for . . .

- careful diagnosis of pupil needs, abilities, and interests.
- designing programs that take into account the needs and interests of students.
- utilizing alternative teaching strategies when appropriate.
- planning for the safety needs of students.
- reassessing program effectiveness on a continual basis.
- up-dating through input from professional associations, state agencies, universities, and other sources.

PARAPROFESSIONALS

SUGGESTED QUALIFICATIONS

Physically fit

Knowledge of sport areas

Interest in students

Willingness to be trained

SUGGESTED RESPONSIBILITIES

Paraprofessional tasks and responsibilities should be carefully planned by both the school administrator and teachers taking into consideration the following matters: legal liabilities, the nature of various learning activities, the individual capabilities of the paraprofessional and environmental constraints.

Some of these are listed in the right-hand column.

Operating audio-visual equipment.
Providing clerical assistance.
Acting as a safety assistant.
Officiating games.
Preparing learning materials.
Administering make up tests.
Setting up the field or gym.
Assisting in locker room.

STUDENT LEADERSHIP

Physical education offers excellent opportunities for developing student leadership and should be extended to all students. Using different students for various tasks will expand the opportunity for growth and development in leadership capacities.

Suggested Student Leader Activities:

Serving as a teacher assistant.
Serving as a squad leader.
Assisting with equipment.
Conducting conditioning activities.
Assisting with record keeping.
Officiating sports.
Assisting with skill testing.
Demonstrating skills.
Assisting in program planning.
Helping maintain supplies and equipment in good condition.
Assisting with intramurals.
Assisting with interscholastic athletics.

A PROGRAM PLANNING AND BUDGETING SYSTEM

Determine program needs.
Develop program goals and objectives.
Assess school and community resources.
Develop a program structure.
Design the budget on basis of program needs.
Implement the program based on budget allocation.
Evaluate the program effectiveness and budget adequacy.

Control Procedures

Utilization of procedures for the distribution of equipment and supplies, the evaluation of the quality of items purchased, and the maintenance and repairs of equipment are necessary for stretching the tax dollar to the maximum.

SUGGESTED GUIDELINES FOR POLICY DECISIONS

Dress

When the nature of the activity is vigorous, it is appropriate for the students to be dressed in suitable attire. The safety conditions, sanitary conditions, and the morale may be improved when the attire for the activity is considered. Rubber-soled shoes aid in insuring safety and improving performance in certain activities. It is not necessary to buy the most expensive shoes and clothing. In most cases students should not be excluded from activities because of attire unless there are safety implications.

Handbook

Written material or a handbook can be valuable in communicating with the parents and students about policies, regulations, evaluation procedures, objectives and program content. It also can be of assistance in promoting the program within the community.

Locker Room

Teachers should develop a written system for recording locker and lock assignments, lock combinations, and lost locks. Locks which are a part of the locker are desirable as they cannot be removed. Teachers should assign lockers so that the hourly load for dressing is spread over the entire locker room. Teachers should inform students of policies and procedures concerning locks and lockers.

Towel Service

School personnel should examine all alternatives when planning for towel service and choose the one which is economical for their specific situation. The following alternatives could be considered:

POLICIES *(continued)*

Have a local laundry supply and launder towels on a bid basis.

Have the school purchase towels and have a local laundry launder them on a bid basis.

Have the school purchase towels and laundry equipment to launder the towels. A person should be assigned the responsibility to maintain a clean supply of towels.

Have students bring towels from home and assume responsibility for laundering.

SUGGESTED GUIDELINES FOR FACILITIES

All areas of the physical education plant should be designed to eliminate architectural barriers for the handicapped.

Gymnasium

Use flexible spectator seating that does not detract from instructional use.

Provide balconies or upper deck areas adequate in size for instructional use besides spectator seating.

Mark floors in distinctive colors for a variety of sports and games (basketball, badminton, volleyball, circle games).

Install permanent fixtures such as basketball backstops, climbing ropes, floor plates.

Provide many microphone outlets.

Provide for acoustical treatment of the ceiling and when possible some treatment on the walls.

Plan for a direct exit from gymnasium to outdoor playing fields.

Plan for thermostatically controlled heat.

Plan for the installation of a tack board or chalkboard for instructional purposes.

Plan for a minimum of 10 feet between the end lines of a basketball court and the nearest wall and six feet between the side lines and the bleachers.

Plan for a foyer, coatrooms, toilets, and a ticket booth, if the gymnasium is to be used by spectators.

Install cupped eyes or eye bolts spaced 12 to 16 feet apart on the walls and 10 to 12 feet above the floor for volleyball or badminton nets.

Design activity rooms sufficiently large and with sufficiently high ceilings to make them serviceable for instructional use.

Equip dance studios with mirrors and a balance rail.

Install protective padding on the walls at the ends of the basketball court.

Construct top of the floor saddles between gymnasium and storage room on a level plane with the top of the adjacent floor.

Plan for storage space serving directly into the gymnasium, upper deck areas, activity rooms, dance studios.

Design storage area for specific needs: apparatus and gymnastic equipment, dead space for uniforms, etc.

Locker Room

Install a one-way window in the teacher's office which will overlook the locker room area.

Arrange the showers to provide a large shower area and individual showers for the girls and a large shower area for boys.

Install non-stick floor material in shower areas.

Provide a drying area adjacent to storage for towels.

Plan for several toilets, wash basins, and mirrors.

Plan for thermostatically controlled heat.

Provide for acoustical treatment of the ceiling.

Provide for a direct exit into both the equipment room and gymnasium.

Provide for entrance from the corridor into the locker room.

Install a tackboard or chalkboard for instructional use.

Outdoor Areas

Provide for outdoor sodded areas spacious enough to handle peak loads without overlapping activities.

Mark outdoor areas for a variety of activities.

Arrange for fields to be adequately drained and fenced.

Design all areas for maximum safety.

Pools

Slope pool bottom gradually.

Mark depths on pool decks to show safe jumping and diving areas.

Locate recessed step-holes or ladders at the ends of the pool for ease of entry and exit and to assist the tired swimmer.

Install noncorrosive anchor eyelets for lines when the pool is built and set flush with its walls so as not to obstruct the swimming area.

Plan for the amount and type of spectator seating needed for special events.

Install a non-slick floor material on the pool deck.

Classroom

Provide for circulating air.

Plan for control of sound transmission between rooms.

Design storage space for limited physical education equipment.

Media Center

The media center should be centrally located and could be equipped with a wide range of books, sports manuals, film strips, films, loop films, posters, charts, etc., which could be helpful in studying or teaching physical education.

Community Facilities

Through cooperative planning and agreement, facilities outside the school setting may be utilized to enhance the instructional, extramural and intramural programs.

EQUIPMENT AND SUPPLIES FOR A WELL-BALANCED PROGRAM

General Tips Regarding Equipment

1. Select equipment which will involve children in a wide range of activities.
2. Select quality equipment rather than expensive equipment.
3. Each year set long-range priorities when planning the selection of equipment.
4. Provide an adequate number/amount of equipment for an average class size and in relationship to the activity.
5. Plan for an approximate 50 to 75 percent annual replacement budget.
6. Order sufficient equipment to teach four or five activities with maximum student involvement rather than to teach 10 activities with insufficient equipment for maximum student involvement.
7. Develop a system for issuing and returning equipment.
8. Mark/label all equipment clearly with school name, room number or other identifying marks.
9. Provide adequate storage space for equipment which may be locked.

Storing Equipment

1. Fasten together paired items.
2. Clean and repair equipment before storing.

3. Arrange equipment by type, size, etc.
4. Inspect new equipment and check the invoice for quantity received, type, style, model, color and sizes.
5. Identify all equipment with permanent ink.
6. Check frequently for equipment markings.
7. Keep all equipment off the floor of the storage area.
8. Keep tennis and badminton racquets in presses and hung on racks when not in use.
9. Partially deflate all inflatable balls, but allow sufficient air pressure in order for them to maintain the proper size.
10. Construct special bins, wall racks, or hangers to insure proper storage and long life of bats, golf clubs, vaulting poles, hockey sticks, arrows, etc.

Provisions for storage need to be included in the over-all administrative plan. Storage areas need to be: (1) lighted and cool, (2) well ventilated and dry, (3) free from damp, sweaty pipes or walls, (4) free from moths, roaches, and rodents, (5) roomy enough for handling, marking, and making minor equipment repairs.

Purchasing Equipment

1. Base equipment purchases upon the present and anticipated needs.
2. Purchase equipment from reputable firms which stand behind their products.
3. Purchase good quality equipment in terms of durability under hard usage and the extent to which it can be repaired and reconditioned effectively.
4. Plan purchase of large, permanent type equipment over a period of time to balance the over-all cost.
5. Take advantage of government surplus merchandise or company discounts on quantity orders.
6. Make sure the quality of the equipment is the same as specified in the order.
7. Purchase from a local dealer if the quality of equipment meets the established specifications.
8. Order equipment well in advance of need.
9. Receive bids on equipment purchases which may result in some savings.

INVENTORY FORM

School: _____

Name of Staff: _____

Date: _____

DATE	MANUFACTURER	CATALOG NO.	TOTAL ON HAND	NUMBER PURCHASED	COST	

YEAR	NEW	GOOD	FAIR	DISCARD	TOTAL	NUMBER OR SIZE

BASIC EQUIPMENT

Grades K-6 Physical Education Program
(Based on Class Size of 30)

ITEM	GRADE LEVEL K	1	2	3	4	5	6	QUANTITY
Bamboo poles				X	X	X	X	4-6
Basketballs					X	X	X	6-10
Balance beams	X	X	X	X	X	X	X	1-2
Bean bags	X	X	X	X				10-15
Balls (6")	X	X	X	X	X			6-10
Balls (8")	X	X	X	X	X	X	X	6-10
Balls (10")	X	X	X	X	X	X	X	6-10
Batting tees—rubber				X	X	X	X	5-6
Footballs—junior size					X	X	X	6-10
Pinnies				X	X	X	X	15
Portable net standards					X	X	X	3
Push ball (24"-36" diameter)					X	X	X	1
Overhead ladder					X	X	X	1
Record player	X	X	X	X	X	X	X	1
Records	X	X	X	X	X	X	X	10-20

BASIC EQUIPMENT
(continued)

Grades K-6 Physical Education Program
(Based on Class Size of 30)

ITEM	GRADE LEVEL K	1	2	3	4	5	6	QUANTITY
Ropes (7'-8' and 8'-9')	X	X	X	X	X	X	X	15
(24'-30')								5
Scooters		X	X	X	X	X	X	6-10
Soccer balls						X	X	6-10
Softballs (plastic)				X	X	X		6-10
Softballs (rubber)					X	X	X	6-10
Softball bats (plastic)				X	X	X		6-10
Softball bats (wood)					X	X	X	6-10
Softball bases		X	X	X	X	X	X	2 sets
Volleyball (rubber)					X	X	X	4-6
Volleyball nets					X	X	X	1-2
Tumbling mats	X	X	X	X	X	X	X	
(3'x5' or 4'x6')								4-8

BASIC EQUIPMENT*

Grades 7-12 Physical Education Program

***All equipment may be used at any grade level and is based on a class size of 30.**

ITEM	QUANTITY	ITEM	QUANTITY
Badminton nets	2	Track batons	6-10
Badminton racquets and presses	10-20	Basketballs	6-10
Badminton shuttlecocks	6-8 dozen	Footballs	6-10
Archery targets	3-5	Golf clubs (wood, 3 irons, putter)	10-15 sets
Arrows	6-10 dozen	Golf balls (plastic)	10 dozen
Target stands	3-5	Golf balls (regular)	5 dozen
Bows (20, 30, 40 lbs.)	10-15	Bowling balls (plastic)	4 sets
Finger tabs	10-15	High bar	1
Arm guards	10-15	High jump standards	1 set
Target faces	6-10	Volleyball nets	2

BASIC EQUIPMENT
(continued)

ITEM	QUANTITY	ITEM	QUANTITY
Volleyballs	6-10	Softball bats (wood)	6-10
Vaulting box	1	Softball bases	2 sets
Tumbling mats (4'x6')	6	Side horse	1
Climbing ropes	2	Tennis rackets and presses	10-20
Soccer balls	6-10	Tennis balls	4-6 dozen
Softballs	10-15	Tennis nets	2-3

SUPPLEMENTAL EQUIPMENT

AQUATICS
- Clock
- Diving boards
- Kickboards
- Lane markers
- Life buoys
- Pool cleaning equipment
- Pool ladders
- Regulators
- Swim suits
- Water basketball goal
- Water polo balls
- Water polo goals
- Water polo nets

ARCHERY
- Backstop net
- Bow strings

AUDIO-VISUAL AIDS
- Megaphone
- Chalk boards
- Public address system
- 16mm. projector
- Film screen

BASEBALL
- Backstops
- Ball bags
- Bat bags
- Catcher's mask
- Chest protector
- Protective helmets
- Rule books
- Umpire's body protector
- Umpire's mask

BASKETBALL
- Ball return
- Scoreboard
- Nets
- Rebound ring

EXERCISE EQUIPMENT
- Abdominal boards
- Body weights
- Dumbbells
- Exerciser sets
- Isogyms
- Isometric kits
- Leg press machine
- Multipurpose weight bench
- Pulley weights
- Squat stands
- Weight sets
- Weight shoes

FENCING
- Chest protectors
- Gloves
- Jackets
- Masks
- Rubber tips
- Weapons—Epees or Foils

FIELD HOCKEY
- Playing field
- Balls
- Goals
- Nets
- Shin guards
- Sticks

FOOTBALL
- Ankle wraps
- Balls
- Belts
- Blocking sleds
- Playing field
- Capes
- Cervical neck pad
- Chin straps
- Cleats
- Downs marker
- Dummies
- Face guards
- Flags (corner)
- Helmet racks
- Helmets
- Hip pads
- Jerseys
- Kicking tee
- Knee pads
- Mouth guards
- Pants
- Rib pads
- Scrimmage vests
- Shoes
- Shoulder pad rack
- Shoulder pads
- Thigh guards

SUPPLEMENTAL EQUIPMENT
(continued)

GENERAL EQUIPMENT
- Ball carriers
- Bleachers
- Goal posts
- Laundry equipment
- Line markers
- Lockers
- Mirrors
- Mat hangers
- Mat trucks
- Peg boards
- Scoreboards
- Stall bars
- Rule books

GENERAL SUPPLIES
- Adhesive tape
- Awards
- Ball carriers
- Cage balls
- First aid kits
- Foot baths
- Game standards
- Ice
- Indian clubs
- Jump ropes
- Locks
- Mat covers
- Mats
- Playground balls
- Pinnies
- Ropes
- Rule books
- Score books
- Soap
- Spike wrench kit
- Stop clocks
- Table ball inflators
- Towels
- Uniform hangers
- Uniforms
- Whistles

GYMNASTICS
- Balance beam
- Buck
- Chalk
- Chalk holder
- Hand guards
- Horizontal bar
- Parallel bars
- Rings
- Ropes (climbing)
- Safety belts
- Side horse
- Springing and jumping apparatus
- Tambourine
- Trampoline
- Trapeze
- Uneven bars and conversion kits

HANDBALL
- Court
- Balls
- Gloves

ICE HOCKEY
- Rink
- Sticks
- Goals
- Nets
- Skates
- Body protectors

LACROSSE
- Playing field
- Balls
- Body protectors
- Goals
- Nets
- Shoes
- Sticks

PADDLE TENNIS
- Balls
- Court
- Net
- Paddles

PLAYGROUND EQUIPMENT
- Benches
- Bicycle racks
- Castle towers
- Flag poles
- Flying rings
- Horizontal bar
- Horizontal ladders
- Climbing apparatus
- Seesaws
- Slides
- Swing seats
- Trapeze bar

SOCCER
- Balls
- Goals
- Net
- Playing field
- Shin guards

SOFTBALL
- Balls
- Bases
- Bat bags
- Body Protectors
- Masks
- Bats
- Playing field
- Rule book
- Gloves

SQUASH
- Courts
- Balls
- Rackets

TENNIS
- Balls
- Courts
- Nets
- Posts
- Racquet presses
- Racquets
- Rebound net
- Tennis ball machine

TRACK AND FIELD EVENTS
- Competitors numbers
- Cross bar lifter
- Cross bars
- Discus
- Field marks
- Finish line yarn
- Hammer
- High jump standards
- Hurdles
- Javelines
- Measuring tapes
- Pedometer
- Pits—jumping and vaulting
- Pole vault box
- Pole vault poles
- Pole vault standards
- Shot
- Spike wrenches
- Spikes
- Starting blocks
- Starting pistols
- Stop watches
- Take-off board
- Tee board
- Track surface

SUPPLEMENTAL EQUIPMENT
(continued)

VOLLEYBALL

Balls	Net
Court	Standards

WRESTLING

Head guards	Sweat suits
Knee guards	Uniforms
Mats	

PROGRAM SUPERVISION

Administrative Policy Suggestions

- Require a medical check-up of students participating in inter-scholastic sports or intramurals.
- Suggest a medical check-up of students who may have a health problem and who are engaging in rigorous activities on a regular basis.
- If it is necessary to transport students, provide for bonded carrier and adult chaperons who are responsible for the group in accordance with local school corporation policies.
- Provide adequate funds for program personnel and equipment in order to insure the safety of the students.
- Cooperatively develop written safety policies and procedures.
- Maintain records on students with medical problems.

Program Planning Suggestions

- Select activities on the basis of age, sex, ability, and maturity.
- Plan a progressive program of motor skills.
- Plan a pattern of supervision based upon the type of activity, the number of students, and the learning environment.
- Create awareness of safety needs for each activity and encourage the practice of safety habits.
- Encourage students to develop a safety awareness of attire appropriate for active participation in activities.
- Request the removal of all jewelry since such articles could cause injuries.
- If a student must wear glasses, encourage him to wear unbreakable lenses or glass guards and an elastic band to secure them to the head.
- Use a "warm-up" type of activity to serve as a precaution against injury.
- Consider individual child's health problems in relation to limiting activity and fatigue.
- Have adult supervision at all times.

Supervision Suggestions for Teachers

- Inform assistants of the duties and limitations and assume responsibility for their activities.
- When supervising the playground, apply full mental faculties as well as actual physical presence.
- Regularly inspect facilities and equipment.
- When supervising the athletic program, the following factors should be considered: the physical capacity of the students; their state of training, both as to condition and skill; the safety features of the equipment; concern for and removal of injured or distressed students immediately.
- Be aware of the health status of each student.
- Be aware of the physical limitations of each student.
- Administer first aid only, and then refer to school adopted policies and procedures.
- Provide students with adequate instruction.
- Keep accurate accident records.

- Know that a waiver form does not make the teacher immune to a liability suit.
- Be alert to temporary hazards.
- Be aware of the limitations of indoor and outdoor areas.
- Lock the pool, gym, and storage room doors to insure that areas or equipment are not used without supervision.

SAFETY GUIDELINES FOR INSTRUCTIONAL AREAS

The local school corporation should adhere to the State Administrative Building Council Code.

Gymnasium

- Provide sufficient space between the floor lines and the bleachers to prevent players from running into the bleachers.
- Provide gymnasium doors which open outward.
- Provide recessed drinking fountains.
- Screen windows and lights.
- Limit class size to allow each student sufficient room.
- Repair loose boards, remove splinters and remedy other potentially dangerous floor conditions.
- Provide for daily sweeping of the gymnasium floor and removal of litter or obstructions which could cause injury.
- Supervise all locker and shower rooms.
- Locate light switches away from the shower areas.
- Use non-slip easily cleaned materials on the floors of the locker and shower room.
- Place water pipes out of reach of students.
- Adapt all activities to the physical needs and abilities of the students.
- Inspect all gymnasium apparatus periodically.
- Do not allow a layer of soap to accumulate on the shower room floor.

Pool

- Provide a float line to serve as a lifeline and to keep novice swimmers in the shallow end. Locate the float line on the shallow side at least a foot before the slope begins.
- Properly ground all electrical wiring and connections, underwater lighting, and other equipment or devices and inspect on a frequent basis.
- Equip all pools with basic rescue devices.
- Mount emergency instructions in a conspicuous location within and outside the pool enclosure.

Classroom

- Arrange furniture to provide for sufficient instructional space.
- Select activities which are appropriate for limited equipment and space.

Outdoor Areas

- Locate courts of specific games away from entrances and exits.
- Use fencing if areas are surrounded by heavily traveled streets.
- Protect surrounding property and students by using a fence of sufficient heights to discourage hurdling.
- Paint the apparatus bright colors.
- Develop policies concerning the proper use of apparatus and methods of supervision.
- Set swings, ladders, and bars in concrete and at different heights for the varying age groups.
- Keep drinking fountains clean and sanitary.
- Separate apparatus for young children from that used by older children.
- Use lines on the playground surface to show the danger zone around each piece of apparatus.
- Conduct daily inspections for repair of apparatus and removal of dangerous debris.

ACCIDENT REPORTING

Written policies and advanced program planning for safety and accident prevention will enhance every physical education program. Procedures developed for efficient handling of an accident will often reduce the potential liability of a teacher and the school corporation. Procedures should be followed for injuries that occur in school sponsored activities whether on or off school property.

A standardized school accident report form should be used for accident reporting. Copies of accident reports should be available in the school's central office, in the nurse's office, and in the teacher's office.

A periodic review of all accidents should be done by the entire staff to plan for the prevention of similar accidents in the future. If any liability questions arise, the school corporation's legal council should be consulted.

A copy of the form is shown below and on the following page.

STANDARD STUDENT ACCIDENT REPORT FORM

Report ALL Accidents to Students Occurring Anywhere, Day or Night

1. Name: _____ Home Address: _____
2. School: _____ Sex: M☐; F☐. Age: _____ Grade or classification _____
3. Time accident occurred: Hour _____ A.M.; _____ P.M. Date: _____
4. Place of Accident: School Building ☐ School Grounds ☐ To or from School ☐ Home ☐ Elsewhere ☐

NATURE OF INJURY

Abrasion	____	Fracture	____
Amputation	____	Laceration	____
Asphyxiation	____	Poisoning	____
Bite	____	Puncture	____
Bruise	____	Scalds	____
Burn	____	Scratches	____
Concussion	____	Shock (el.)	____
Cut	____	Sprain	____
Dislocation	____		

Other (specify) _____

PART OF BODY INJURED

Abdomen	____	Foot	____
Ankle	____	Hand	____
Arm	____	Head	____
Back	____	Knee	____
Chest	____	Leg	____
Ear	____	Mouth	____
Elbow	____	Nose	____
Eye	____	Scalp	____
Face	____	Tooth	____
Finger	____	Wrist	____

Other (specify) _____

DESCRIPTION OF THE ACCIDENT

How did accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing. Specify any tool, machine or equipment involved. _____

STANDARD STUDENT ACCIDENT REPORT FORM

(Continued)

6. Degree of Injury: Death ☐ Permanent Impairment ☐ Temporary Disability ☐ Nondisabling ☐
7. Total number of days lost from school: _____ (To be filled in when student returns)

Additional Information on School Jurisdiction Accidents

8. Teacher in charge when accident occurred (Enter name): _____
Present at scene of accident: No: _____ Yes: _____

IMMEDIATE ACTION TAKEN

9. First-aid treatment _____ By (Name): _____
Sent to school nurse _____ By (Name): _____
Sent home _____ By (Name): _____
Sent to physician _____ By (Name): _____
Physician's Name: _____
Sent to hospital _____ By (Name): _____
Name of Hospital: _____

10. Was a parent or other individual notified? No: _____ Yes: _____ When _____ How: _____
Name of individual notified: _____
By Whom? (Enter name): _____

11. Witnesses: 1. Name: _____ Address: _____
2. Name: _____ Address: _____

LOCATION

12.

Specify Activity		Specify Activity	
Athletic field	_____	Locker	_____
Auditorium	_____	Pool	_____
Cafeteria	_____	Sch. grounds	_____
Classroom	_____	_____ shop	_____
Corridor	_____	Showers	_____
Dressing room	_____	Stairs	_____
Gymnasium	_____	Toilets and washrooms	_____
Home Econ.	_____	Other (specify)	_____
Laboratories	_____		

Remarks
What recommendations do you have for preventing other accidents of this type? _____

Signed: Principal: _____ Teacher: _____

(National Safety Council — Form School 1)

EVALUATION

Evaluation Is . . .

- a continuous ongoing process
- a diagnostic tool
- an aid to program planning

— NOT an occasional event

— NOT a labeling device

— NOT a form of student punishment

It Involves . . .

- the assessment of student performance on the basis of individual progress in relation to abilities and capabilities.
- the utilization of a sufficient number of techniques to provide comprehensive information about the child e.g., teacher observation, class discussion, performance tests, anecdotal records, etc.
- an emphasis on individual progress rather than comparative rankings.
- the participation of students in self-evaluation activities.

and should . . .

- be compatible with the entire school and reflect departmental agreement among staff members.
- be based upon established objectives reflecting the goals and objectives of the school corporation, school, teacher, and student.
- be clearly defined and carefully communicated to students and parents.

ELEMENTS OF EVALUATION	DEVICES
Physical Development Strength, endurance, agility, flexibility, power, speed, balance, reaction time, coordination, cardiovascular efficiency.	Fitness tests, motor ability tests, teacher observations. Accomplishment of goals set by the student.
Achievement Skills, performance, improvement, effort, ability, execution, application.	Skill tests, teacher observation, written tests, game results. Accomplishment of goals set by the student.
Knowledge Activity, rules, skills, strategy, safety, terminology.	Written tests, teacher observations. Student research.
Participation Attitude, cooperation, responsibility, enthusiasm, leadership, sportsmanship, safety practices.	Teacher observations, squad leader records.
Attendance and Preparation Attendance, personal responsibilities.	Teacher observations, squad leader records, roll book, etc. Conference Letter grade

ALTERNATIVE GRADING SYSTEMS AND REPORTING

Type	Advantages	Disadvantages
Pass-Fail System	Reduces focus on letter grade and permits more relaxed learning climate.	May be difficult to determine line between pass and fail.
	Easier to administer.	Does not reveal performance levels of individual students.
		May include non-academic criteria.
Letter-Grade System	Shows range of abilities and attitudes within a classroom.	Ranks students on a competitive basis rather than on the basis of individual progress.
	Is familiar to most adults and students.	Does not indicate particular strengths and weaknesses.
		May include non-academic criteria.
Checklist	Indicates performance and skill level and reveals individual progress.	Requires careful assessment and record keeping.
	Allows individuals to assess areas of strengths and weaknesses.	May need simplification for purposes of communication with parents.
	Does not rank students competitively but instead takes into account ability and need.	
	Provides a guide for program planning.	
Conference	Involves increased communication between teacher, parent and student.	Is time consuming and may be difficult to arrange.
	Has good public relations benefits.	Requires careful advance preparation.
	Allows problem situations to be resolved more easily.	
Contracting	Provides students with choice of activities and grade.	May promote content-centered rather than student-centered behavior.
	May increase student motivation.	May reduce group interaction.
	Creates a teacher-student learning partnership.	Involves time consuming record keeping and student conferences.
	Eliminates percentage failure.	

SAMPLE CONTRACT

Volleyball Unit

Name _____ **Teacher** _____ **Grade or level** _____

Student Instruction: A minimum number of contracts must be completed in each of the following areas: written, oral, skill.

Written Task(s) **Date(s) due** _____ _____

Oral Task(s) **Date(s) due** _____ _____

Skill Task(s) **Date(s) due** _____ _____

Examples of a written task

1. Outline and compare the duties of a volleyball referee, umpire, scorer, timer, and linesman.
2. Draw to scale and label a volleyball court. Identify player positions.

Examples of an oral task

1. Identify three types of serving fouls.
2. Explain how to set the ball for a spike.

Examples of a skill task

1. Place 10 underhand serves within the boundaries of the receiving court.
2. Demonstrate a two-hand block.

Note: Points may be awarded for each task and accumulated for a letter grade assignment.

SAMPLE CHECKLIST FOR GRADES K-6

Physical Education Progress Report

Name _____ **Teacher** _____ **Grade or level** _____

Report Periods

1	2	3	4	5	6	Skill Area	Specific Skill/Activity	Good Progress	More Progress Needed
						Locomotor Movements			
						Non-locomotor Movements			
						Rhythms			
						Object Handling			
						Games and Sports			

SAMPLE CHECKLIST *(continued)*

Report Periods

1	2	3	4	5	6	Skill Area	Specific Skill/Activity	Good Progress	More Progress Needed
						Stunts, Tumbling, Apparatus			

Comments: _____

_____

_____

Parent-Teacher-Student Conference

Conference Guidelines

1. Schedule the conference at a time that is convenient for parents and the teacher. (The student might also participate in the conference.)
2. Create a warm, comfortable, accepting climate.
3. Be prepared to say something complimentary about the student. Approach problems in a positive way.
4. Provide parents an opportunity for input and be aware that their information can contribute greatly to an understanding of the student.
5. Be objective in describing the student's performance using a checklist and/or other supporting data.
6. Discuss projected activities for the student and jointly agree upon a plan of action if a problem must be resolved.
7. Conclude the conference on a positive note.
8. Record notes following the conference.

Program Evaluation Should . . .

- Provide an accurate assessment of strengths and weaknesses in terms of: program goals and objectives, utilization of staff, facilities and equipment.
- Indicate direction for program change and/or removal.
- Permit input from administrators, teachers, students, and community.
- Provide an accurate assessment of the extent to which students' needs are met.
- Indicate areas in which additional safety precautions should be adopted.

ASSESSMENT OF PERCEPTIONS OF ADMINISTRATORS WITH REGARD TO THEIR SCHOOL PROGRAMS

SCHOOL_____ POSITION_____

Please give your evaluation of the presence of these qualities in the physical education department in your school. Place the number which describes your evaluation, according to the following scale. This will become a part of the assessment of the physical education department.

5 — The best that might reasonably be expected, not necessarily perfect.

4 — A good situation.

3 — An acceptable level, with the essentials present for satisfactory accomplishment.

2 — Deficient to the point that satisfactory accomplishment is not made.

1 — Not present at all.

	5	4	3	2	1
1. The department is responsive to requests for input to assist in formulating school policy.					
2. The department develops or accepts innovations or changes aimed at improving instruction.					
3. The department sees itself as one part of the total school program and cooperates effectively with other departments and the administration.					
4. Educational objectives have been identified and the scope and sequence of courses offered are designed to meet these objectives.					
5. The department meets with success in meeting these objectives.					
6. Other departments have good and positive feelings about this department.					
7. Most students have favorable feelings about the department.					
8. There are adequate quantities and quality of materials, teaching aids, equipment and facilities for good work to be done.					
9. Teachers make the best use of available facilities.					
10. Teacher assignments within the department are made to take advantage of teacher strengths.					
11. Teachers develop and use effective methods of testing and evaluation.					
12. Teachers have enthusiasm for teaching and are able to foster enthusiasm in students.					
13. Teachers are responsive to individual student needs.					
14. Teachers use current and effective teaching strategies.					

TEACHER ASSESSMENT OF THE PHYSICAL EDUCATION PROGRAM

Class _____ Grade Level _____

5 — Always
4 — Usually
3 — Often
2 — Occasionally
1 — Seldom
N — Never

	5	4	3	2	1	N
1. The activity is appropriate to the student's level of achievement.						
2. The activity will have some benefit to the lifetime of the student.						
3. The activity contributes directly to the achievement of program objectives.						
4. The activity offers sufficient opportunities for success.						
5. The activity has meaning in the current social life of the learner.						
6. The actvity lends itself to reasonable safety practices.						
7. The activity has relevance to students' interest and needs.						
8. Provisions are made for students with special needs or problems.						
9. Policies and practices take into account individual needs and variability.						
10. Policies and practices are communicated to and easily understood by students and parents.						
11. The learning environment is utilized in the most efficient way.						
12. The grading system is appropriate for students of varying ability levels.						
13. Effective and current methods of testing and evaluation are used.						
14. Efforts are made to provide a balanced and progressive program for students.						
15. Current and effective teaching strategies are employed.						

STUDENT ASSESSMENT OF THE PHYSICAL EDUCATION PROGRAM

School _____ Circle Grade Level 7 8 9 10 11 12

Men's Department ☐ Women's Department ☐

Please mark your opinion about the information listed below. Follow the 5 point rating scale.

5 — Always
4 — Usually
3 — Often
2 — Occasionally
1 — Seldom
N — Never

STUDENT ASSESSMENT OF THE PHYSICAL EDUCATION PROGRAM *(continued)*

	5	4	3	2	1	N
1. The program is geared to the needs of the student.						
2. There is enough variety in activities, team sports, individual sports, rhythmics, gymnastics and self-testing.						
3. Experiences in physical education lead to the development of good attitudes and relationships with fellow students.						
4. Physical fitness—agility—balance—endurance—strength—flexibility are developed.						
5. Special opportunities are provided for those who cannot take part in the regular program.						
6. Because of individual sports offered, my interest in lifetime sports has been increased.						
7. An adequate intramural program is available.						
8. Knowledge and understanding of the development and functions of the body are outgrowths of the physical education program.						
9. The facilities and equipment in the physical education department are adequate.						
10. The physical education teachers are dedicated and enthusiastic.						
11. Coeducational activities are offered to the students.						
12. Concern for the health and safety of the students is given careful consideration.						
13. In general, I have found my physical education courses to be an enjoyable experience.						
14. The physical education teachers appear to have adequate knowledge of their subject matter.						
15. The number and selection of advanced courses available are adequate. (Applicable to senior high.)						

An additional assessment device: *Indiana Physical Education Scorecard for Elementary and Secondary Schools* (1969).

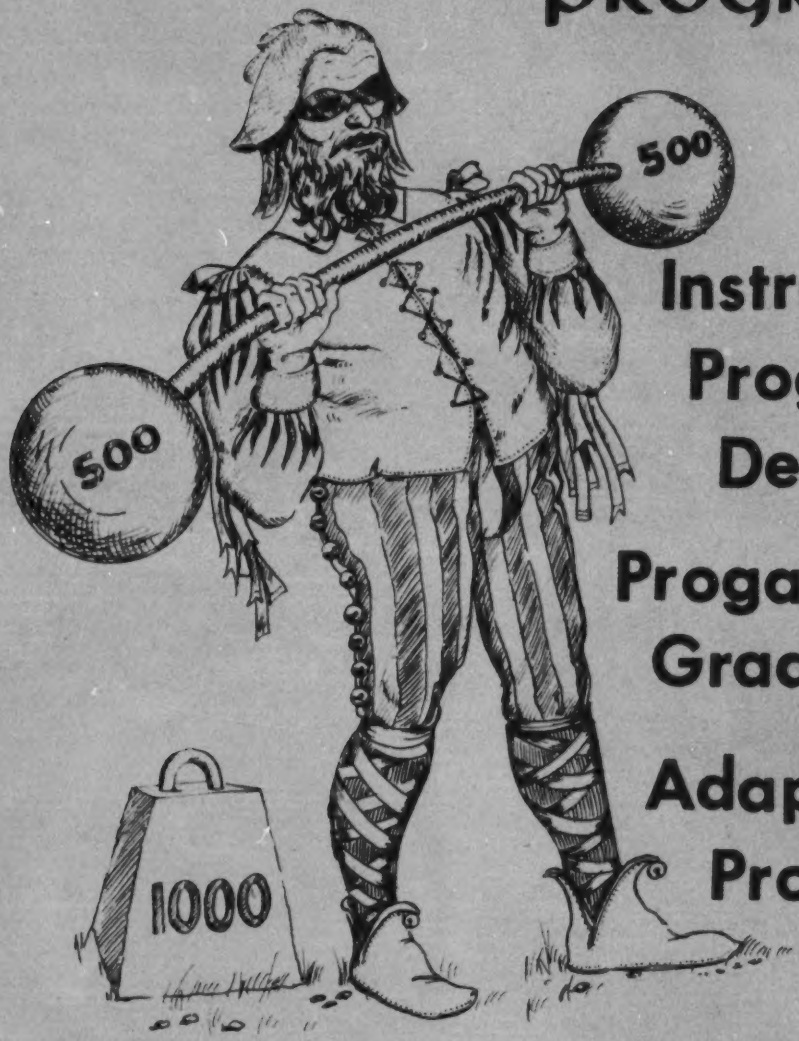
PROGRAM RENEWAL MIGHT . . .

- Involve the revision of policies and procedures.
- Involve in-service training.
- Require curriculum changes or additions in order to meet individual student needs.
- Involve the reorganization of both human and material resources.
- Increase community inter-action.
- Require additional teaching stations and equipment.

Some Renewal Techniques—

- Development of goals and objectives.
- Development of public relation startegies.
- Development or revision of policy manuals.
- Inter-school visitations.
- Workshops and conferences.
- Course development.
- Acquisition of teaching aids, materials, and equipment.
- Identification of community resources.
- Development of supplemental programs.
- Membership in professional organizations.
- Advanced studies.

the instructional program



Instructional Program Design

Progam Content Grades K-12

Adapted Program

Elective Program

INSTRUCTIONAL PROGRAM DESIGN

The instructional program design is intended to provide an overview of activities and performance skills appropriate for school age students. It is patterned to encourage educators to provide programs which foster the following behaviors and attitudes: creativity, self-direction, safety habits, understandings required for effective human relationships and sensitivity to physical fitness needs. These as well as performance skills are intended to carry-over to intramurals, interscholastics, recreation programs, and lifetime enjoyments. The stated performance skills at each phase level represent viable norms accepted by leaders in the area of physical education.

In order to gear the instructional program to the developmental needs of all pupils—the gifted, average, slow and physically handicapped, a phased approach was developed. It provides for the recognition of the wide range of individual needs and abilities at each age level and enables teachers to plan accordingly for the sequential progression of skills. The phases are listed below.

Phase I — Kindergarten through Grade Two
Phase II — Grade Three through Grade Four
Phase III — Grade Five through Grade Six
Phase IV — Grade Six through Grade Eight
Phase V — Grade Nine through Grade Twelve
Phase VI — Advanced Classes
Phase VII — Adapted Classes

QUALITY FACTORS IN GRADES K-12 PHYSICAL EDUCATION PROGRAM

Plan for daily participation.
Plan for co-educational activities.
Provide adequate equipment.
Plan for out-of-doors activities.
Provide a variety of activities based on student needs, interests, and physical condition.
Allow for individual programming.
Provide for direction from the classroom teacher or physical education teacher.
Plan for integration with other curriculum areas.
Plan for adequate budget allowance.

LEARNING DOMAINS

Psychomotor——Human Movement
Cognitive——Knowledge and Understandings
Affective——Attitudes and Values

Psychomotor Objectives

- To develop organic and muscular strength, efficiency, and endurance for optimum functioning of the total organism.
- To develop power, speed, flexibility and coordination.
- To acquire motor skills resulting in efficient use of the body and serving as a basis for present and future participation in lifetime recreational activities.
- To provide for the attainment of healthful postural habits.
- To provide opportunities for movement learning experiences.

Cognitive Objectives

- To utilize game techniques, strategies, and rules which will aid in understanding and participating in sports.
- To acquire sports knowledges which create a continuing interest in sports activities.
- To understand the principles of movement and of body mechanics which result in economical and efficient use of the body in work and play.
- To understand the human body and the factors which influence the development and maintenance of physical fitness.

Affective Objectives

- To know the feeling of personal satisfaction by successful physical participation in activities.
- To develop personal qualities and patterns of behavior which make possible more effective social relationships—self-control, fair play, respect for others—responsibility, loyalty, cooperation and courtesy.
- To develop an appreciation of the necessity and desirability of establishing and following rules of play.
- To develop effective leadership-followership techniques and attitudes.
- To participate as a member of a group.
- To realize self-worth.

AN INTERDISCIPLINARY APPROACH

Physical education can be correlated with other areas of the curriculum when it seems appropriate. Integration may be achieved by planning activities around a concept or topic central to other disciplines.

Representative activities illustrate a conceptual approach.

Optional Concepts

Mathematics—Measurement, numbers, geometric forms, etc.

Art—Symmetry, color, etc.

Science—Force, motion, space/time relationships, etc.

Social Studies—Interdependence, culture, custom, etc.

Language Arts — Nonverbal communications, mood, etc.

Music—Rhythm, tempo, etc.

MATHEMATICS

Measure the dimensions of various playing courts.

Learn methods of scoring in sports and games.

Measure sports performance, such as times, distances, and heights.

Create floor patterns in dance such as circles, squares, rectangles, and parallel lines.

Design tournament pairings.

Calculate averages from physical fitness and other performance tests.

Calculate percentages such as team standings, batting averages.

Make graphs and charts to illustrate pupil progress in an activity.

Compare European records in the metric system with those of Americans.

ART

Use art media such as figure drawings, modeling clay, pipe cleaners, wood, soap, etc., to illustrate physical performance.

Examine art masterpieces in painting and in sculpture that illustrate the lines and grace of body movements.

Make bulletin board displays and attractive posters publicizing physical education activities.

SCIENCE

Relate physical fitness in terms of muscular strength and muscular endurance to "work capacity" as measured by tests of cardiorespiratory endurance.

Measure vital capacity and correlate it with changes in physical performance.

Study reaction time and movement time and how they are modified by temperature, motivation and fatigue, physical conditioning, and sports training.

Study body function by analyzing the motor performance of individuals under different conditions.

Relate body function to conditions such as obesity, malnourishment, upper respiratory difficulties, coronary heart attacks, and performance limitations in team and individual sport activities.

Relate the laws of motion to physical activities.

Use a variety of musical instruments to illustrate how sounds differ in pitch, volume, and quality.

Investigate the application of force when hitting an object with another object.

SOCIAL STUDIES

Perform folk dances of other lands and the different cultures.

Identify the origins of physical education activities such as archery and the discus throw.

Discuss the tradition of tournaments.

Compare the life style of ancient Greeks and Romans with those of Americans.

Investigate the relationship of the Olympic Games and modern games.

Discuss the value of play as an activity full of meaning such as a child's way of life, a therapeutic agent for the handicapped, senior citizens, etc., and with powerful social, medical, educational, and recreational implications.

LANGUAGE ARTS

Write newspaper stories about the local sports program.

Write about personal physical education experiences.

Research the origins of games, rules, and sports figures.

Officiate a game.

Express words, phrases, etc., through movement and the use of music.

Read literary works that are concerned with physical expression and motor performance.

MUSIC

Listen to music that suggests movement.

Perform to music that suggests movement such as waltzing, skipping, and the whole range of basic dance patterns.

Participate in singing games with physical actions.

Physical Education Program Content

TYPE OF SPORT				GRADE LEVEL												
ACTIVITY	Team	Indv.	Life Time	K	1	2	3	4	5	6	7	8	9	10	11	12
Angling/ Casting		X	X												X	X
Aquatics		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Archery		X	X								X	X	X	X	X	X
Badminton		X	X								X	X	X	X	X	X
Basketball	X							X	X	X	X	X	X	X	X	X
Bicycling		X	X					X	X	X	X	X	X	X	X	X
Bowling		X	X							X	X	X	X	X	X	X
Dance/ Rhythms		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fencing		X	X											X	X	X
Field Hockey	X												X	X	X	X
Games/ Relays	X			X	X	X	X	X	X	X						
Golf		X	X									X	X	X	X	X
Gymnastics		X					X	X	X	X	X	X	X	X	X	X
Handball		X	X										X	X	X	X
Movement Exploration		X		X	X	X	X									
Orienteering		X	X												X	X
Physical Fitness/ Conditioning		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recreational Group Games	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Riflery		X	X												X	X
Self-Defense		X	X								X	X	X	X	X	X
Soccer/ Speedball	X							X	X	X	X	X	X	X		
Softball/ Mushball	X		X					X	X	X	X	X	X	X		
Table Tennis		X	X					X	X	X	X	X	X	X		
Tennis		X	X					X	X	X	X	X	X	X		
Touch Football	X		X					X	X	X	X	X	X	X		
Track/ Field		X			X	X	X	X	X	X	X	X	X	X		
Tumbling/ Self-Testing		X		X	X	X	X	X	X	X	X	X	X			

PHYSICAL EDUCATION PROGRAM CONTENT
(continued)

TYPE OF SPORT				GRADE LEVEL											
ACTIVITY	Team	Indv.	Life Time	K	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	X		X				X	X	X	X	X	X	X	X		
Weight Training/ Weightlifting		X	X										X	X	X	X
Wrestling		X									X	X	X	X		

PHASE ONE

GRADES K-2

CONCEPT		SYMMETRY	PATH
ACTIVITY		NON-LOCOMOTOR MOVEMENT	MOVEMENT EXPLORATION
Performance Objectives		Student should be able to— recognize the difference between symmetrical and asymmetrical designs. use his/her body to form symmetrical designs.	Student should be able to— demonstrate an understanding of path by moving along a prescribed visual path. change direction at various times to create a new path e.g., curved path, path with obstacle, etc.
Instructional Strategy		Teacher should— discuss symmetry in design using pictures, chalkboard drawings, etc. have one or more students demonstrate symmetrical body positions, e.g., both arms out, both legs bent, both hands on waist, etc. experiment with symmetrical rhythm patterns, e.g., two steps forward, two steps backward, three hops, two skips, three hops, two skips, etc. Emphasize the repetitiveness and evenness in the pattern.	Teacher should— have children walk to beat of drum along a prescribed path (i.e., throw a rope on the floor and walk the path of the rope.) change the paths by adding conditions, e.g., obstacles, directions, etc. have children create, describe and move along new paths.

PHASE ONE
(continued)

GRADES K-2

CONCEPT		SYMMETRY	PATH
ACTIVITY		NON-LOCOMOTOR MOVEMENT	MOVEMENT EXPLORATION
		use Simon Says or similar technique to have students assume different poses or moves. Students should then decide if the movement or position is symmetrical. an optional activity, have children bring in pictures (people or things) that might be labeled.	
Space/Equipment		Gym Pictures Chalkboard	Gym or play area Drum

PHASE ONE

GRADES K-2

CONCEPT		RHYTHM	NONVERBAL COMMUNICATION
ACTIVITY		MOVEMENT EXPLORATION WITH RHYTHM	MOVEMENT EXPLORATION USING GESTURE
Performance Objectives		Student should be able to— move in accordance with the beat of the drum and/or record.	Student should be able to— express ideas using bodies rather than voices. respond to various musical moods.
Instructional Strategy		Teacher should— instruct students to clap hands in time with the drum or record. have students step or march to the beat of the drum or record: a. vary the rate of the drum beat b. give students an opportunity to work with a partner or in groups of three have children create a series of rhythmic patterns.	Teacher should— discuss ways of expressing ideas and feelings without talking e.g., techniques used by deaf people. ask students to express ideas with gestures, e.g., cold, hot, excited, happy, sad, angry, afraid, sleepy, etc. play music and ask students to express feelings through movement. as an optional activity ask children to tell a story, e.g., with gestures.

PHASE ONE
(continued)

GRADES K-2

CONCEPT		RHYTHM	NONVERBAL COMMUNICATION
ACTIVITY		MOVEMENT EXPLORATION WITH RHYTHM	MOVEMENT EXPLORATION USING GESTURE
Space/Equipment		Classroom or gym Drum or record	Classroom or gym Various mood records

PHASE ONE

GRADES K-2

CONCEPT		OPPOSITES	SHAPE
ACTIVITY		MOVEMENT EXPLORATION	MOVEMENT EXPLORATION
Performance Objectives		Student should be able to— express the meaning of opposites through movement. create a movement pattern sequence utilizing opposites.	Student should be able to— form various shapes, e.g., letters, numbers, objects, etc., with his/her body.
Instructional Strategy		Teacher should— review the components of movement, e.g., space, size, force, direction, turn, twist, swing, etc. discuss the concept of opposites with children and have them name and/or demonstrate several opposites, e.g., big-little, sleepy-awake, happy-sad, etc. have children identify and perform opposite movements, e.g., forward-backward step, low-high walk, short-long jump, loud-soft walk, etc., to various rhythms. have children in pairs develop and perform a movement pattern sequence using at least four opposite movements. Have the class identify opposites.	Teacher should— discuss various shapes with students. Have them identify objects, letters, numbers with various shapes. have students create shapes with their body. have students work in pairs or groups of three to create additional letters and numbers, e.g., T, S, N.
Space/Equipment		Gym or play area	Gym or play area

PHASE TWO

GRADES 3-4

CONCEPT		NON-VERBAL COMMUNICATION	INTERDEPENDENCY SPECIALIZATION
ACTIVITY		MOVEMENT EXPLORATION	KICKBALL
Performance Objectives		Student should be able to— use gestures to express feelings and ideas. explore the many ways body movement can be used to express a particular feeling or idea.	Student should be able to— understand the concepts of interdependency and specialization as they relate to business and athletics. participate in a game that requires interdependency and specialization.
Instructional Strategy		Teacher should— relate communication to body movement, e.g., ways of saying hello with gestures. select an idea or feeling, e.g., pain and have students explore many ways of expressing it with body movements. have students work in pairs and express a range of ideas or feelings with body movements. use non - verbal communication through movement to various dance forms, e.g., ballet, folk dances, etc. Films might be used for this activity.	Teacher should— discuss specialization, division of labor and interdependency as it relates to business, athletics, etc. discuss roles and responsibilities of team members in athletic situations. play kick ball and then analyze the game in terms of the functions performed by team members.
Space/Equipment		Gym Play area	Playground Soccer ball

PHASE TWO
(continued)

GRADES 3-4

CONCEPT		PATH	SYMMETRY
ACTIVITY		MOVEMENT EXPLORATION	INDIVIDUAL AND GROUP STUNTS
Performance Objectives		Student should be able to— change the path of movements in response to directions. respond to the beat of the drum in expressing the path.	Student should be able to— recognize the difference between symmetrical and asymmetrical stunts. perform individual and group stunts that are symmetrical in design.
Instructional Strategy		Teacher should— have students move and change directions in response to a drum beat, e.g., four steps forward, four steps backward, four steps sideways, etc. use the drum head sound to signal movement in a straight path and the drum rim sound to signal movement in a curved path. Alternate movements giving children opportunities to move in straight and curved paths following specified directions.	Teacher should— demonstrate or have students demonstrate stunts and then determine whether they are symmetrical or asymmetrical. Group activities: pyramids chinese get-up spread eagle hand stand merry-go-round Individual activities head stand tip up tripod hand-knee balance have students perform specified stunts.
Space/Equipment		Gym Drum or other instruments	Gym Mats

PHASE TWO
(continued)

GRADES 3-4

CONCEPT		CUSTOMS	RHYTHM, DIRECTIONALITY
ACTIVITY		INDIAN DANCE	MOVEMENT EXPLORATION WITH RHYTHM
Performance Objectives		Student should be able to— perform at least two Indian dances. relate particular dances to the Indian way of life.	Student should be able to— move in a specific direction responding to a drum stick and clapping hands, e.g., drum forward, sticks backward, clap hands sideways. combine directions to form a movement pattern in response to rhythm and instrument.
Instructional Objectives		Teacher should— discuss the various types of dances Indians performed to celebrate various occasions or events. have students explore dance movements, e.g., war dance (slow toe and heel step, rapid hop with body bent forward, fast step-hop with knees lifted, etc.) introduce a particular dance and give students opportunities to perform in various sized groups.	Teacher should— instruct students to move in specified directions in time with the beat and according to the instrument used, creating various movement patterns. give children opportunities to assume leadership by directing the movement patterns.
Space/Equipment		Classroom or gym Indian dance music	Classroom or gym Drum or stick

PHASE THREE

GRADES 5-6

CONCEPT		RHYTHM	RHYTHM, SYMMETRY
ACTIVITY		BALL HANDLING AND JUMPING	MOVEMENT PATTERNS
Performance Objectives		Student should be able to— use ropes to jump, hop, skip in concert with the rhythm provided by the beat of a drum or music.	Student should be able to— recognize the difference between symmetrical and asymmetrical movement patterns.

PHASE THREE
(continued)

GRADES 5-6

CONCEPT		RHYTHM	RHYTHM, SYMMETRY
ACTIVITY		BALL HANDLING AND JUMPING	MOVEMENT PATTERNS
		perform ball handling skills, e.g., dribbling in accordance to a specified rhythm. combine skills into a routine.	perform both symmetrical and asymmetrical movement sequences.
Instructional Strategy		Teacher should— provide students with jump ropes and balls and have them jump, skip, dribble, etc., to the beat of a drum. after some skill is gained, use records to provide the rhythm. give students an opportunity to develop a routine to music combining ball handling and jumping skills. For this activity students may wish to work in small teams.	Teacher should— discuss movement patterns in terms of symmetrical or assymmetrical characteristics. have the group compose a symmetrical and/or asymmetrical movement pattern which could be set to music or drum beat. have students work in pairs to compose and perform various movement pattern sequences. as an optional activity discuss choreography and relate it to the movement sequence activities.
Space/Equipment		Gym Jump ropes, balls, drum Record	Gym Drum or records

PHASE THREE

GRADES 5-6

CONCEPT		METRIC MEASUREMENT	ROTARY MOTION
ACTIVITY		TRACK AND FIELD EVENTS	GYMNASTICS UNEVEN PARALLEL BARS
Performance Objectives		Student should be able to— measure the results of track and field events using the metric system.	Student should be able to— perform circular motion around a bar by doing a casting back hip circle.

PHASE THREE
(continued)

GRADES 5-6

CONCEPT		METRIC MEASUREMENT	ROTARY MOTION
ACTIVITY		TRACK AND FIELD EVENTS	GYMNASTICS UNEVEN PARALLEL BARS
		participate in track and field events.	explain differences in circular motion in this activity as compared to forward roll and cartwheel.
Instructional Strategy		Teacher should— have students use a centimeter tape to measure distance in five meter lengths for distance softball and football throwing events (prior to field events). have students participate and then measure performance in the following events: high jump, standing broad jump, running long jump, distance football throw.	Teacher should— using chalkboard diagrams, explain the mechanics of the back hip circle and relate it to circular motion. divide students into groups and practice casting and returning to the bar (each student spotted), then have students do back hip circles. as an optional activity for some students, introduce front tuck hip circles. discuss activity in terms of rotary motion, center of gravity, etc.
Space/Equipment		Playground Centimeter tape	Gym Chalkboard Uneven parallel bars (one or two sets) Single bar (three-four feet high)

PHASE THREE

GRADES 5-6

CONCEPT		CUSTOM	AESTHETIC VALUE OF SPORTS
ACTIVITY		GUSTAF'S SKOAL	SPORTS APPRECIATION
Performance Objectives		Student should be able to— compare certain cultural differences between the USA and Sweden.	Student should be able to— recognize characteristics of athletics that make a sport interesting and enjoyable to watch.

PHASE THREE
(continued)

GRADES 5-6

CONCEPT		CUSTOM	AESTHETIC VALUE OF SPORTS
ACTIVITY		GUSTAF'S SKOAL	SPORTS APPRECIATION
		perform the Swedish dance, Gustaf's Skoal.	name two or more sports activities that are personally satisfying and describe reasons that contribute to the choice.
Instructional Strategy		Teacher should— discuss differences between American and Swedish cultures. if possible show films and/or pictures of Swedish life. play Swedish folk music and then introduce the Swedish folk dance, Gustaf's Skoal. have students perform the dance.	Teacher should— show various films that depict athletic performance, e.g., skiing, diving, ice-skating, cross country running, etc. Identify common elements in all performances. Identify major differences. discuss differences between amateur and professional performances. have students identify personal sports choices and reasons for choice. as an optional activity have students recognize the gracefulness and expressiveness of basketball and/or football players by setting a film to music. prepare a bulletin board focusing on the aesthetics of athletics.
Space/Equipment		Gym Record	Classroom Gym, films, pictures, music

PHASE I—GRADES K-2

PHASE I—Locomotor Movements

Peformance Skills for Walking:

Student should be able to—

- walk with efficient arm, leg, and foot action and maintain good posture.
- walk in different directions.
- walk with different intensity.
- walk with different dimensions of step.
- walk 500 yards without undue fatigue.
- determine that different speeds of walking will reduce the time to get from place to place.
- identify the type of walking that is most fun and least tiring.

Activity:

Allow the children to explore movement by asking questions and letting them respond in their own way.

Can You—

- walk high, low?
- change direction, level, speed without stopping?
- walk with feet pointing inward, outward?
- walk on your toes, heels?
- walk happy, sad?
- walk backward?
- walk to rhythm—clapping hands, the sound of a drum or a record.

How many different ways can you walk?

Performance Skills for Running:

Student should be able to—

- run without falling down or bumping into objects.
- run in different directions.
- tag another person while running.
- dodge a tagger without falling.
- run a 30 yard dash in six seconds or less.
- run continuously for one minute.
- be aware of body movements for efficient running.
- experience the pleasure of running.

Activity:

Can You—

- run in place?
- run in slow motion?
- run with knees high?
- run low to the ground?
- run backward?
- run heavily, lightly?
- run and stop when you hear a signal?

How many different ways can you run?

How many different ways can you move your arms while running?

Performance Skills for Jumping:

Student should be able to—

- jump down from a height of three feet and maintain balance.
- jump continuously in place maintaining balance.
- jump continuously moving forward, backward, and sideward.
- determine that one has to run faster to jump further.
- execute a standing long jump a distance of one's own height.
- execute a running long jump a distance of five feet or more.
- execute a jump and reach a height of five to eight inches above one's extended reach.
- jump over an object about two to three feet high.
- be aware of body movements for efficient jumping.

Activity:

Can You—

- jump forward, sideward and backward?
- jump high?
- jump and turn slowly, making a circle?
- jump to a rhythm?
- jump back and forth over a line?
- combine jumping with other forms of movement?

Do your arms help you jump high or low?

How far can you jump?

Performance Skills for Hopping:

Student should be able to—

- hop alternately on each foot without losing one's balance.
- hop in different directions.
- hop a distance of 30 feet continuously and without falling.
- determine the need to maintain a constant rhythm while hopping.
- be aware of body movements for efficient hopping.

Activity:

Can You—

- hop in place?
- hop slowly turning in a circle?
- hop in different directions?
- hop changing feet on every third hop?
- hop to rhythm?

Performance Skills for Leaping:
Student should be able to—
- execute a leap forward on alternating feet.
- execute a leap over a series of objects not any more than 12 inches high.
- identify the difference between a hop, a leap, and a jump.
- be aware of body movements for efficient leaping.

Activity:
Can You—
- leap high?
- leap far?
- leap to rhythm?

Performance Skills for Sliding:
Student should be able to—
- execute a slide in different directions.
- execute a slide alone.
- execute a slide with a partner.
- be aware of body movements for efficient sliding.

Activity:
Can You—
- slide to the right, left?
- slide without much lift?
- slide with a big lift?
- slide in a circle?
- slide with a partner by holding hands and facing each other?
- slide or rhythm?

Performance Skills for Skipping:
Student should be able to—
- execute a skip forward.
- execute a skip in different levels.
- skip 200 yards without undue fatigue.
- be aware of body movements for efficient skipping.

Activity:
Can You—
- skip high?
- skip slow?
- skip with a partner?
- skip to rhythm?
- move your arms in different ways while skipping.

Performance Skills for Galloping:
Student should be able to—
- execute a gallop in different directions.
- execute a gallop alone.
- execute a gallop with a partner.
- execute a gallop and change the lead foot.

Activity:
Can You—
- gallop with the right leg leading?
- gallop with the left leg leading?
- gallop in a circle?
- gallop like a circus pony?

Performance Skills for Galloping: *(continued)*

Student should be able to—

- identify the difference between a slide, a skip and a gallop.
- be aware of body movements for efficient galloping.

Activity: *(continued)*

Can You—

- gallop in slow motion?
- gallop to music?
- gallop changing lead leg every fourth gallop without stopping?

PHASE I—GRADES K-2

PHASE I—Basic Rhythms

Performance Skills for Basic Rhythms:

Student should be able to—

- clap to different rhythmic patterns.
- execute locomotor movements to musical accompaniment.
- change direction at the end of each phrase of music.
- execute body movements to the intensity of the music.
- bounce a ball to musical accompaniment.
- jump rope to musical accompaniment.
- execute non-locomotor movements to musical accompaniment.
- execute creativity in body movements to musical accompaniment.
- execute locomotor and non-lomotor movements to imitate animals and toys.
- perform nursery rhymes, poems, songs, etc., creatively to musical accompaniment.

Activity:

Can You—

- Imitate toys, animals, etc., to a variety of musical accompaniments.
- Bring in a favorite record and put movements to the music.
- Play a variety of singing games and folk dances such as:
  - Bingo
  - London Bridge
  - The Wheat
  - Oats, Peas, Beans
  - Little Polly Flinders
  - Blue Bird
  - Shoo Fly
  - Kitty White
  - Hickory, Dickory, Dock
  - Go Round and Round the Village
  - Paw Paw Patch
  - Deck the Halls
  - Did You Ever See A Lassie?
  - Kinderpolka
  - Ten Little Indians

Performance Skills for Basic Rhythms:
(continued)
Student should be able to—
perform creatively to musical accompaniment ideas which express the quality, direction, and level of movement.
perform several new singing games and folk dances.
recognize when to start a dance to the musical accompaniment.

PHASE I—GRADES K-2

PHASE I—Object Handling

Performance Skills for Object Handling:
Student should be able to—
roll a ball over an 18 inch square from a 10 foot distance.
roll a ball at a wall 10 feet away and catch it as many times as possible.
catch a rolled ball from a partner standing 12 feet away.
bounce and catch a ball using both right and left hands for several minutes.
bounce and catch a ball with a partner standing 10 feet away.
bounce and catch a ball while walking and running or performing stunts.
strike a ball with a bat off a rubber tee for a distance of 10 feet.
recognize that body movement affects an object in terms of distance and direction.

Activity:
Allow the children to explore objects by asking questions and letting them respond in their own way.
Can You—
roll a ball along a painted line on the floor?
stand six feet away and roll a ball at wooden pins or milk cartons?
throw a beanbag for distance?
throw a beanbag at a target or through a box?
Play a variety of games such as:
Sky Ball
Line Roll Ball
Tunnel Ball
Duck on the Rock
Call Ball
How fast can the ball be bounced with two hands?
How high can the ball be bounced?
How low can the ball be bounced?

Performance Skills for Object Handling: *(continued)*

Student should be able to—

- throw a ball using a two-hand underhand throw at a target 12 feet away.
- throw a ball at a moving person 10 feet away.
- throw a ball using an over-arm throw a distance of 20 feet or better.
- throw a ball into the air about 10 feet and then catch it.
- kick a ball forward for a distance of 40 feet or more.
- kick a rolling ball.
- kick a ball at a target 10 feet away.
- jump a rope as many times as possible without missing.
- jump a long rope using both feet and on alternate feet.
- run into a turning rope and jump as many times as possible.
- jump the shot as many times as possible without missing.
- jump a rope both forward and backward.

Activity: *(continued)*

Can the ball be bounced and caught with one hand?

Can the ball be bounced through an obstacle course?

Try a variety of individual and dual activities such as:

- Bouncing Ball
- Zig Zag Bounce Relay
- Place Kick Ball
- Bat Ball

PHASE I—GRADES K-2

PHASE I—Games and Sports

Performance Skills for Games and Sports:

Student should be able to—

- play skillfully running and tag-type games and

Activity:

Play a variety of games such as:

- Circle Pass Ball
- Cowboys and Indians
- Flying Dutchman

Performance Skills for Games and Sports: *(continued)*	Activity: *(continued)*
show ability in dodging a tagger, changing directions and turning corners.	Four Square Catch Hound and Rabbit Jump the Brook Old Mother Witch Shadow Tag Stride Ball Three Little Witches
play skillfully simple ball games and show ability to control a ball, to handle a ball, and to keep score.	
recall and play several individual, dual, and group games that can be played after school.	
understand rules and strategy of simple games.	

PHASE I—GRADES K-2

PHASE I—Non-Locomotor Movements

Performance Skills for Non-Locomotor Movements Student should be able to—	Activity:
swing, sway, bend, stretch, turn, pull, push, lift, and twist with a variation in speed, direction, force and in areas of space.	Make yourself as small as possible. How far to the side can you bend; to the back, etc.? Keeping knees stiff, how close can you bring your head to your knees? Lying on the floor, can you touch your feet and head; feet and shoulders? How tall can you make your body while lying down, kneeling, standing? How far can you reach lying down, kneeling, standing; how many different directions? Pull an object toward yourself (real or imaginary). Pull from the front, from the back, from the side, using one or both arms.
understand that body sizes and shapes can be changed by moving body parts.	
communicate an idea or feeling by moving body parts.	

Activity: *(continued)*

Push light and heavy objects across the floor, (real or imaginary).
Push with one hand, two hands.
Lift various parts of your body while lying on the floor.
Lift light, medium and heavy objects (real or imaginary).
Combine swing with other lomocotor movements using music.
Swing legs and arms in various directions and speeds.
See how far you can turn your body by jumping into the air, 1/4, 1/2, 3/4 turn.
Twist arms and legs around other body parts.
Combine twist with other movements to music.
Sway like big trees in a strong wind.

PHASE I—GRADES K-2

PHASE I—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:

Student should be able to—

perform several stunts that require agility and flexibility.
perform animal walks in a variety of motions and speed.
climb a rope or jungle gym at least twice one's height.
walk a low balance beam without stepping off.
hang from and roll over a low horizontal bar.
perform a forward roll.

Activity:

Engage in a variety of individual and dual activities such as:

Turk Stand
Heel Slap
Seal Walk
Crab Walk
Kip Up
Inch Worm
Log Roll
Falls
Forward Roll
Mule Kick

On the balance beam:

Forward Walk
Backward Walk

Performance Skills for Stunts, Apparatus, Tumbling: *(continued)*

Student should be able to—

- perform a backward roll.
- perform several couple stunts.
- perform a tripod.
- appreciate individual body abilities and capabilities.

Activity: *(continued)*

- Slide
- Leg Swing
- Gallop

On the horizontal bar:

- Hang Like a Monkey
- Pull Ups
- Skin the Cat
- Pull Over

On the climbing rope:

- Chinning
- Double Rope Hang
- Swinging
- Climbing

PHASE II—GRADES 3-4

PHASE II—Locomotor Movements

Performance Skills for Walking:

Student should be able to—

- walk with efficient foot action.
- walk in a marching pattern.
- walk with a variation in intensity, direction, and size of step.
- select a walking movement in relation to a rhythm pattern.
- express a mood with a walking style.

Activity:

- Walk to rhythm from the beat of a drum or record.
- Walk a low balance beam forward, backward and sideward.
- How many dfferent ways can you walk?

Performance Skills for Running:

Student should be able to—

- run for several minutes without undue fatigue.
- run a 40 yard dash in a reasonable amount of time.
- run and dodge a tagger without collisions.

Activity:

- How many different ways can you run?
- How many different ways can you move your arms while running?
- Run for speed in a straight line.
- Change direction, level, and speed without stopping.

Performance Skills for Running: *(continued)*

Student should be able to—

- run and leap over a series of objects not any more than 24 inches high.
- calculate running time and distance.
- determine the fastest way of running an obstacle course.
- choose a running event or activity that is personally satisfying.

Activity: *(continued)*

Run an obstacle course around, under, and over objectives.

Performance Skills for Jumping:

Student should be able to—

- jump and reach 8 inches or more.
- execute a standing long jump a distance of one's own height plus 3 inches.
- execute a running long jump approximately seven-eight feet.
- execute a high jump approximately 32-34 inches.
- successfully jump and hop in a hop scotch game.
- jump downward from a height of four feet and maintain balance.
- jump continuously in place for 30 seconds.
- calculate individual progress in jumping height and distance.

Activity:

- How many different ways can you jump?
- Play jump the shot.
- Play jump the brook.
- How can you use your arms?
- Do a leapfrog relay.

Performance Skills for Sliding:
Student should be able to—
slide in various directions and with a variety of speed.

Activity:
Can you change direction and speed without stopping?
Can you slide with a partner to rhythm?

Performance Skills for Jumping Rope:
Student should be able to—
jump a rope using combinations of locomotor movements and speeds.
create new ways of jumping rope and teach them to others.

Activity:
Can you jump a rope to various rhymes or rhythms?
Can you do a jump rope relay?

Performance Skills for Galloping:
Student should be able to—
gallop by himself.
gallop with a partner.
create a movement pattern using combinations of locomotor movements and speeds.

Activity:
Can you gallop and change the lead foot?
Can you gallop with a partner?

PHASE II—GRADES 3-4

PHASE II—Non-Locomotor Movements

Performance Skills for
Swing, bend, stretch, twist:
Student should be able to—
swing, sway, bend, stretch, turn and twist in a variety of directions.
swing, sway, bend, stretch, turn and twist in combinations involving locomotor movements.
communicate an idea or feeling through body movements to a rhythm pattern.

Activity:
Create movement patterns to music.

PHASE II—GRADES 3-4

PHASE II—Basic Rhythms

Performance Skills for Rhythm:

Student should be able to—

- create combinations involving locomotor and non-locomotor movements with even and uneven rhythms.
- add a change of direction, level and intensity while creating various combinations.
- respond expressively to musical arrangements expressing emotions, occupations, story book characters.
- create new body movements to known dances.
- perform fundamental movements to singing games and simple folk dances.
- perform the step-hop, step-swing, and two-step in simple dances.
- identify and perform American folk dances involving the left elbow swing, right elbow swing, both hands around, promenade, do-si-do your partner.

Activity:

Try a variety of American and folk dances such as:

- Jolly is the Miller
- Paw Paw Patch
- Skip to My Lou
- Danish Dance of Greeting
- Grand March
- Little Brown Jug
- Oh, Susanna
- Oh, Johnny
- Virginia Reel
- Crested Hen
- Duck for the Oyster
- Nellie Gray
- Pop Goes the Weasel
- Seven Jumps

Bring in a favorite record and put movements to the music.

PHASE II—GRADES 3-4

PHASE II—Object Handling

Performance Skills for Ball Handling:

Student should be able to—

- throw a softball against a wall from an 8-10 foot distance and catch it 3 out of 5 times after it bounces once.
- throw balls of a variety of sizes vertically into the air and catch the balls 8 out of 10 times in succession.
- throw a softball overhand to a partner 35 to 40 feet away.
- throw ground balls to a partner 20 to 25 feet away.
- throw a small football to a partner 20 feet away.
- throw a football at a 3 feet x 4 feet target from a distance of 10-15 feet and hit the target 5 out of 10 times.
- throw a basketball at a 36 inch circle from a distance of 15 feet and hit the target 7 out of 10 times.
- throw a soccer ball for distance.
- throw a softball for distance.
- kick a soccer ball between two objects 5 feet apart from a distance of 10 feet.
- dribble a ball using either foot without losing control of the ball for a distance of 35 feet.
- dribble a ball using either hand without losing control of the ball for a distance of 30 feet.

Activity:

Try a variety of group and dual activities such as:

- Bombardment
- Spud
- Kickball
- Line Soccer
- Newcomb
- Dribble Relay
- Keep Away
- Rotation Ball
- Zig Zag Relay
- Circle Softball
- Throw It and Run
- Two Squares
- Scooter Basketball
- Long Ball
- Boundary Ball
- Obstacle Relay
- Jump Rope Relay

Performance Skills for Ball Handling: *(continued)*

Student should be able to—

- strike a softball with a bat from a batting tee.
- strike a well-pitched softball with a bat and hit into fair territory.
- strike a volleyball with either one or both hands over a net within the boundaries of the opposite court.
- strike a volleyball with the hand for a distance of 30 feet.
- recognize that manipulative skills differ when different sized balls are used.
- recognize the advantage of coordinating the arm, hand, and leg movement for throwing balls.

PHASE II—GRADES 3-4

PHASE II—Games

Performance Skills for Games and Sports:

Student should be able to—

- play skillfully running and tag-type games and show ability in dodging a tagger, changing directions and turning corners.
- play skillfully lead-up games to sports and follow simple rules.
- recall and play simple games that can be played after school.
- understand the strategies and rules for simple games.

Activity:

Play a variety of group and dual games and activities such as:

- Backaway
- Box Ball
- Circle Chase
- Circle Relay
- Club Snatch
- Four Square
- Flowers and Wind
- Stop Thief
- Wonderball
- Rotation Ball
- Tunnel Ball
- Squirrel in the Tree

PHASE II—GRADES 3-4

PHASE II—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:

Student should be able to—

- perform stunts that require flexibility, strength and agility.
- walk forward on a balance beam.
- gallop on a balance beam.
- walk forward to the center of the beam, kneel on one knee, walk backwards to the starting point.
- perform a cartwheel, headstand, forward and backward roll.
- perform several couple stunts and couple balances.
- climb and descend a rope a distance of twice one's height.
- vault over a bench.
- perform a bent arm hang on a horizontal bar for 10 seconds.
- hang by the knees on a horizontal bar.
- perform one chin-up on the horizontal bar.
- create new ways to use apparatus.
- create and perform a simple routine of tumbling stunts.
- be aware of good body form while performing stunts on apparatus or the mat.

Activity:

Try a variety of individual and dual activities such as:

- Turk Stand
- Bear Dance
- Rocker
- Forward Roll
- Backward Roll
- Seal Slap
- Head Stand
- Cartwheel
- Handstand
- Handspring
- Inch Worm
- Wheelbarrow
- Tripod
- Rope Climbing

On the Balance Beam:

- Forward Walk
- Backward Walk
- Galloping
- Side Stepping
- Foot and Knee Balance
- Knee Balance
- Front Balance
- Squat on One Leg
- Swing Turn

On the Beatboard or Springboard:

- Clap Hands Overhead
- Clap Hands Behind Back
- Jump and Tuck
- Jump and Turn
- Jump and Arch
- Jump and Straddle Legs
- Jump and Pike

On the Vaulting Box:

- Squat Vault
- Straddle Vault

Activity: *(continued)*
On the Horizontal Bar:
Hang Like A Monkey
Roll Over Barrow
Pull-Ups
Skin the Cat
Pullover
Hang by the Knees
On the Climbing Rope:
Chinning
Chin and Tuck
Double Rope Hang
Reverse Rope Hang
Swinging
Climbing

PHASE III—GRADES 5-6

PHASE III—Locomotor Movements

Performance Skills for Walking:
Student should be able to—
walk with coordination and precision in a marching unit.
walk with correct postural positions.

Activity:
Try a variety of individual or dual activities for all locomotor movements such as:
Running 50 yard dashes
Jumping Contests
Obstacle Courses
Poison Tag
Crab Tag

Performance Skills for Running:
Student should be able to—
run a 50 yard dash in a reasonable amount of time.
run a 600 yard run-walk in a reasonable amount of time.

Performance Skills for Jumping:
Student should be able to—
perform a standing long jump of 4 feet 9 inches or better.

Performance Skills for Jumping:
(continued)
Student should be able to—
perform a running long jump of 8 feet or better.
perform a jump and reach 10 inches or better.
design and maneuver an obstacle course utilizing various locomotor movements.
perform a running high jump of 36 inches or better.

Performance Skills for Hop, Step, Jump:
Student should be able to—
perform the combination of the hop, step, jump for a distance of 14 feet or better.

Performance Skills for Sliding:
Student should be able to—
perform a slide forward, backward or to either side.

PHASE III—GRADES 5-6

PHASE III—Basic Rhythms

Performance Skills for Rhythm:
Student should be able to—
perform step patterns in time to the appropriate music.
perform rhythmic patterns alone and with a partner.
perform traditional dance steps.

Activity:
Try a variety of group and dual activities for all rhythms such as:
Gustaf's Skoal
Troika
Crested Hen
Horah
Put Your Little Foot

Performance Skills for Rhythm: *(continued)*

Student should be able to—

use fundamental movements and steps with several children to make up a dance expressing a central idea.

perform basic square dance steps and figures in response to singing calls.

perform several new folk dances each year.

identify the origin of various folk dances.

Activity: *(continued)*

Highland Schottische
Varsovienne
Tinikling
Five Foot Two
Horse and Buggy Schottische
Marching Through Georgia
Teton Mountain Stomp
Waltz of the Bells

PHASE III—GRADES 5-6

PHASE III—Object Handling

Performance Skills for Object Handling:

Student should be able to—

throw a small size football to a partner 25 feet away.

throw a small size football through a rubber tire 20 feet away.

throw a small size football to a running teammate 25 feet away.

punt a football beyond a line 45 feet away.

place kick a football beyond a line 40 feet away.

catch a pass thrown from a distance of 25 feet while running.

catch a punted ball on the fly or first bounce.

pass a rolling ball to a moving partner 20 feet away.

Activity:

Try a variety of group and dual activities such as:

Double Dodge Ball
Four Square
Obstacle Relay
Score Keep Away
Square Relay
Rotation Dribble

Performance Skills for Object Handling: *(continued)*

Student should be able to—

- dribble a ball with alternating feet around 4 obstacles 10 feet apart and return to starting line.
- kick a placed ball through a goal 10 feet wide from a distance of 30 feet.
- punt kick a ball a distance of 40 feet.
- block or trap a ball rolled from a distance of 15 feet using either feet or knees.
- hit a ball with either hand over a net from a distance of 30 feet.
- volley a ball from the back court to a teammate standing in the front court.
- volley a ball with a partner standing across the net.
- throw and catch a small size basketball as many times as possible in a minute with a partner standing 15 feet away.
- throw a ball at a 36 inches circle target 20 feet away
- throw a ball to a moving partner 15 feet away.
- dribble a ball forward moving either left or right.
- perform several free throw shots.
- perform as many lay-up shots as possible in one minute.
- throw and catch a softball with a partner 60 feet away.

Performance Skills for Object Handling: *(continued)*

Student should be able to—

- throw and catch a softball with a partner standing on base 45 feet away without leaving the base.
- throw a ball for a distance of 90 feet or better.
- catch a ball thrown at a target on a wall 35 feet away.
- catch as many high fly balls as possible out of 10 balls.
- catch as many fast ground balls as possible hit from a distance of 35 feet.
- hit as many balls as possible into fair territory from 10 pitched balls.
- be aware of a variety of ways of striking a ball.
- develop cooperative team strategies.
- combine ball handling skills to play simple games.

PHASE III—GRADES 5-6

PHASE III—Games and Sports

Performance Skills for Games and Sports:

Student should be able to—

- play several new running tag games without losing balance and working with others.
- play several new ball games that involve the skills of the seasonal sports.
- play several new games that can be played after school hours.

Activity:

Try a variety of group activities such as:

- Modified Soccer
- Basketball Express
- Rotation Dribble
- Sideline Basketball
- Beat Ball
- Kickball
- Softball
- Punt and Catch Football
- Seven Up
- Flag Football

Performance Skills for Games and Sports: *(continued)*
Student should be able to—
- play several individual or dual sports each year.
- participate in a track and field meet each year.
- swim well to maintain self in deep water.
- develop team strategies for various games or sports.
- investigate the origin of a sport on an optional basis.

PHASE III—GRADES 5-6

PHASE III—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:
Student should be able to—
- perform several stunts that test agility, strength, flexibility, and balance.
- perform combinations of tumbling stunts.
- perform several couple balances and hold for four seconds.
- demonstrate ability to lead class in warm-up exercises.
- climb and descend a rope a distance of 10 feet.
- perform a vault over a bench.
- perform two chin-ups on a horizontal bar.
- create and perform a routine to music.

Activity:
Try a variety of individual or dual activities such as:
- Bear Dance
- Upswing
- Kip
- Seal Slap
- Headstand
- Cartwheel
- Handstand
- Handspring
- Hula Hooping
- Balancing on the Bean Bag
- Human Bridge
- Jump through the Stick
- Pyramids
- Rope Climbing

On the Balance Beam:
- One Foot Hop
- Side Stepping
- Leg Swing
- Foot and Knee Balance
- Knee Balance

Performance Skills for Stunts, Apparatus, Tumbling: *(continued)*

Students should be able to—

- demonstrate an awareness of body size and position in performing stunts on apparatus.
- appreciate individual abilities and capabilities while performing.

Activity: *(continued)*

- Rear Support
- Front Support
- Cat Walk
- Squat on one leg
- Squat mount
- Rear Dismount; Front Dismount

On the Springboard or Beatboard:

- Clap Hands Overhead
- Clap Hands Behind Back
- Jump and Tuck
- Jump and Turn
- Jump and Arch
- Jump and Straddle Legs
- Jump and Pike

On the Vaulting Box:

- Squat Vault
- Straddle Vault
- Flank Vault

On the Horizontal Bar:

- Hang Like A Monkey
- Roll Over Barrel
- Pull-Ups
- Skin the Cat
- Scrabble Over Fence
- Pull Over
- Hang by Knees

ANGLING AND CASTING

Performance Skills:

Student should be able to—

- execute the skills of the pick-up, back casting, forward casting, releasing for fly casting.
- execute the skills of back casting, forward casting, releasing, and retrieving for bait casting, spinning, and spin casting.
- execute the skill of manipulation of lures.
- execute the skills of playing and landing a fish.
- demonstrate a knowledge and understanding of the laws and regulations that govern fishing.
- demonstrate a knowledge of selection, care, and maintenance of tackle and equipment.
- demonstrate a knowledge of safety skills in and around the water.
- demonstrate a knowledge of fish lore.

Evaluation:

- Checklist to assess skill attainment.
- Bait casting test for distance and accuracy.
- Fly casting test for distance and accuracy.
- Test to determine a knowledge of laws, regulations, terminology, selection and care of tackle.

References:

Mohr, Dorothy R., and Vernier, Elmon L. (ed.),*Physical Education for High School Students.* Washington, D.C.: American Association for Health, Physical Education and Recreation, 2nd. ed., 1970.
Seaton, Don Cash, et. al., *Physical Education Handbook.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

ARCHERY

Performance Skills:

Student should be able to—

string and unstring a bow.
withdraw arrows from target or the ground.
shoot from the distances of 20 and 30 yards.
explain scoring procedures.
use a bow sight.
demonstrate a basic knowledge of shooting skills.
understand and apply safety rules.
increase the accuracy of point-of-aim in regard to the use of a range finder.
explain terminology.
demonstrate a knowledge of selection and care of equipment.
explain tournament shooting.

Evaluation:

- Shooting form checklist.
- Accuracy skill test.
- Score for a given number of arrows at a variation of distances.
- Test to determine the knowledge of safety rules, basic steps in shooting, location of nocking point, determining proper arrow length, method of scoring, stringing a bow, methods of shooting, terminology, and shooting form.

References:

American Association for Health, Physical Education and Recreation, *Archery Skills Test Manual.* Washington, D.C.: National Education Association, 1967.
American Association for Health, Physical Education and Recreation, *Group Archery Instruction for Beginners.* Washington, D.C.: National Education Association, 1967.
Annarino, Anthony. *Archery: Individualized Instructional Program.* Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
Pszczola, Lorraine. *Archery.* Philadelphia, Pennsylvania: W.B. Saunders Co., 1971.

AQUATICS

Beginning Swimming

Performance Skills:

Student should be able to—

swim in deep water comfortably, safely, and without fear.
execute proper breathing methods while swimming.
execute opening eyes under water.
execute a prone float and glide.
execute a recovery from front and back floats without assistance.
execute prone glide with kick.
execute back glide with kick.
execute the Trudgen stroke.
execute the Trudgen crawl stroke.
execute the inverted breast stroke.
execute a roll-in dive from the pool side.
execute a standing dive from pool side.
throw a ring buoy.
execute finning.
execute turning over in the water.
execute bobbing.
execute treading water.
execute underwater swimming.
execute the ability to jump into deep water, tread, level off, and swim.
execute the front crawl.
execute the elementary back stroke.
execute the back crawl.
execute the side stroke.
execute the over-arm side stroke.
execute breast stroke.
execute a standing dive from the board.
execute a feet-first jump from the board.
swim for five minutes.

Evaluation:

- American National Red Cross Beginner's Swim Test.
- American National Red Cross Advanced Beginner's Swim Test.
- Endurance swim.
- Laps on each stroke.
- Jump and dive off low board.
- Test to determine the knowledge of safety and skill techniques.

References:

American National Red Cross, *Swimming and Diving.*

American National Red Cross, *Charts on Nine Styles of Swimming.*

American National Red Cross, *Swimming and Water Safety.*

Brown, Richard. *Teaching Progressions for the Swimming Instructor.*

Collis, Martin and Kirchoff, Bill. *Swimming.* Boston, Massachusetts: Allyn and Bacon, 1974.

McAllister, Evelyn Ditton. *Easy Steps to Safe Swimming.* New York, New York: Barnes and Noble, Inc., 1970.

Low Intermediate Swimming

Performance Skills:

Student should be able to—

- execute a pike surface dive.
- execute a tuck surface dive.
- execute a feet-first surface dive.
- excute sculling.
- execute a crawl stroke turn.
- execute a breast stroke and butterfly turn.
- execute a sidestroke turn.
- execute a backstroke turn.
- execute all strokes learned in beginning swimming.
- execute a standing front dive.
- execute a running front dive.
- swim for 15 minutes.
- disrobe in the water.
- use artificial respiration.
- execute all basic techniques.

Evaluation:

- American National Red Cross Intermediate Test.
- American National Red Cross Swimmer's Test.
- Swim for 15 minutes.
- Swim four lengths of each stroke.
- Dive off low board.
- Test to determine the knowledge of safety and skill techniques.

References:

Ryan, Frank. *Backstroke, Breast Stroke Swimming, Butterfly Swimming.* New York, New York: Viking Press, 1974.

High Intermediate Swimming

Performance Skills:

Student should be able to—

- execute all basic techniques.
- execute all basic strokes.
- execute a standing front dive.
- execute a running front dive.
- execute a swan dive.
- execute a front jackknife.
- use artificial respiration.
- swim for 15-30 minutes.
- perform all elementary forms of rescue.
- disrobe in water.

Evaluation:

- American National Red Cross Swimmer's Test.
- Endurance Test.
- Wilson Achivement Test for Intermediate Swimming.

Advanced Swimming and Lifesaving

Performance Skills:

Student should be able to—

execute nine swimming strokes properly, safely and efficiently.
swim combining all strokes for 15-30 minutes.
execute the turns for each stroke in a closed course.
execute a surface dive.
execute underwater swimming.
execute a spring dive from side of pool.
demonstrate the knowledge of personal safety.
execute the front head-hold release.
execute the rear head-hold release.
execute the wrist-grip release.
execute the double-drowning release.
carry a victim.
perform drown-proofing—a form of self-rescue.
perform the elementary forms of rescue.
execute the lifesaving jump.
execute the front crawl approach with head out of water.
execute the breast stroke with head out of water.
execute the rear approach.
execute the underwater approach.
execute the front surface approach.
execute the approach to a submerged victim.
execute blocking and parrying a victim's holds.
support a victim.
demonstrate a knowledge of lifesaving skills necessary for self-preservation and for giving assistance to others.

Evaluation:

- American National Red Cross Advanced Swimmer's Test.
- Endurance swim involving all nine strokes.
- American National Red Cross Lifesaving practical test.
- Test to determine the knowledge of swimming and diving. A final test should be based on lifesaving.

References:

American National Red Cross. *Basic Rescue and Water Safety.* Garden City, New York: Doubleday, 1974.

American National Red Cross. *Lifesaving, Rescue, and Water Safety.* Garden City, New York: Doubleday, 1974.

American National Red Cross. *Water Safety Instructors Manual.* Garden City, New York: Doubleday.

Synchronized Swimming

Performance Skills:

Student should be able to—

- execute sculling.
- execute the surface dives.
- execute a dolphin.
- execute a ballet leg.
- execute a kip.
- execute a somersault.
- execute a marlin turn.
- execute a plank.
- execute an oyster.
- execute a shark.
- perform all basic strokes.
- choreograph swimming numbers.
- demonstrate the knowledge of the mechanics in producing a water show.

Evaluation:

- Laps of all strokes.
- Execution of an original number.

References:

Official AAU Rules for Competitive and Synchronized Swimming, Diving and Water Polo. Indianapolis, Indiana: Amateur Athletic Union.

American Alliance for Health, Physical Education and Recreation, *Swimnastics Is Fun.* Washington, D.C.: National Education Association, 1975.

Jones, Frances and Lindeman, Joyce. *The Components of Synchronized Swimming.* Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

BADMINTON

Performance Skills:

Student should be able to—

- demonstrate the proper care of equipment.
- execute the forehand drive.
- execute the backhand drive.
- execute the serve.
- execute the overhand clear.
- execute the overhead clear.
- execute the backhand clear.
- execute the overhead smash.
- execute the net shots.
- demonstrate a knowledge and ability to apply the rules and strategy.
- play a presentable game of badminton singles and doubles.

Evaluation:

- Wall Volley Test.
- Serving test for accuracy.
- Clear Test.
- Long Serve Test.
- Test to determine the knowledge of rules, method of scoring, basic strategy and use of equipment.

References:

American Association for Health, Physical Education and Recreation, *Badminton Skills Test Manual.* Washington, D.C., National Education Association.
Lifetime Sports Badminton Guide. Washington, D.C., National Education Association/American Association for Health, Physical Education and Recreation.
Burris, Barbara and Olson, Arne. *Badminton.* Boston, Massachusetts: Allyn and Bacon, 1974.

BOYS AND GIRLS BASKETBALL

Performance Skills:

Student should be able to—

execute the fundamental skills of catching, passing, dribbling, shooting, rebounding, guarding, pivoting, and feinting.
demonstrate an ability to apply sports etiquette in play situations.
demonstrate a knowledge and ability to apply strategy in team offense and defense.
demonstrate a knowledge and ability to apply the rules.

Evaluation:

- Push-Pass Test to measure speed and accuracy of passing.
- Speed-Pass Test to measure speed and rebounding ability.
- Pass, Dribble, Shoot Test to measure the ability to pass, dribble and shoot the ball with speed.
- Half-Minute Shooting Test to measure the ability to shoot under the pressure of a time limit.
- Test to determine knowledge of terminology, rules, and strategy.
- Leilich Basketball Test.

References:

Casady, Donald. *Sports Activities for Men.* New York, New York: MacMillian Publishing Company, 1974.
Division for Girls and Women's Sports, American Association for Health, Physical Education and Recreation, *Basketball Guide.* Washington, D.C., National Education Association.
Mushier, Carole. *Team Sports For Girls and Women.* Dubuque, Iowa: Wm. C. Brown, 1973.
National Federation of State High School Athletic Associations, *Official Basketball Rules.* Chicago, Illinois.

BICYCLING

Performance Skills:

Student should be able to—

identify basic parts of all bicycles.
execute the skills of ankling, balancing, dodging, mounting, dismounting, adjusting saddle and handlebars, stopping, avoiding obstacles and short radius turn.

BICYCLING *(continued)*

Performance Skills: *(continued)*

Student should be able to—

repair a flat tire.
demonstrate a knowledge of the basic points in buying a bicycle.
demonstrate a knowledge and understanding of the laws and regulations that govern safe bicycling.
demonstrate a knowledge of selection, care, maintenance, and repair of equipment.
demonstrate efficient riding.
demonstrate a knowledge of the rearing and derailleur system.
demonstrate the knowledge of planning a trip.

Evaluation:

- Test to determine the knowledge of safety, basic repair, basic maintenance, fundamental buying points.
- Checklist to assess the use of proper hand signals and riding safety.
- Checklist to assess the skills of turning, dodging, stopping and starting, and tire repair.

References:

All About Bikes. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.
Bicycle Safety Manual. Indiana Department of Traffic Safety and Vehicle Inspection.
Bicycle Safety Tests and Proficiency Course. Bicycle Institute of America, 122 East 42nd Street, New York, New York 10017.
Illinois Bicycle Rules of the Road. State of Illinois.
Physical Education Curriculum. Maine West High School, Des Plaines, Illinois.
The New Complete Book of Bicycling. Eugene Sloane, Simon & Schuster, New York, 1974.
Schwinn Bicycle Company, 1856 North Kostner Avenue, Chicago, Illinois 60639.
Teacher's Guide to Better Bicycling Driving. Bicycle Institute of America, 122 East 42nd Street, New York, New York 10017.

BOWLING

Performance Skills:

Student should be able to—

perform one of the ball delivery approaches effectively.
grip the ball properly.
roll a straight ball, a curve, a hook, and a back-up ball.
select a ball according to proper fit.
keep score.
identify the pins by number.
demonstrate the proper etiquette when bowling.
correct errors in bowling.
use bowling terminology.

Evaluation:

- Observation evaluation of the performance skills.
- Test to determine the knowledge of safety rules, method of scoring, and terminology.

References:

Barsanti, Rena. *Bowling.* Boston, Massachusetts: Allyn and Bacon, 1974.
Mackey, Richard. *Bowling.* Palo Alto, California: National Press Books, 1974.
Gym-Bowl Teacher's Manual. Washington, D.C.: Lifetime Sports Education Project, American Association for Health, Physical Education and Recreation.

FOLK DANCE

Performance Skills:

Student should be able to—

- execute the two-step.
- execute the schottische.
- execute the step-hop.
- execute the polka.
- execute the waltz.
- execute a balance step.
- execute the heel and toe polka.
- execute the step-swing.
- execute the step-draw.
- execute the mazurka.
- execute the Bleking Step.
- execute the grapevine.
- execute the pivot turn.
- execute the buzz step.
- demonstrate a knowledge of the terminology of folk dance.
- demonstrate an understanding of the folk lore of different countries.

FOLK DANCE CHART

Country	Dance	References
Arabia	Debka Rafrakh	2
Argentina	Ranchero	1,2,4
Australia	Bao Dance	1,2,4,5
Austria	Ennstaler Polka	2,4
Belgium	Chimes of Dunkirk	1,2,3,5
	Eide Ratas	1,2
	Oxteder Muhle	4
Bulgaria	Tropanka	1,2,4,5
Chile	Cueca Chilean	1,2,4
China	Ribbon Dance	1,3,4,5
Czechoslovakia	Doubleska Polka	2,4
	Vandra Polska	1,2,4
Denmark	Ace of Diamonds	1,2,3,4,5
	Crested Hen	1,2,3,5
	Dance of Greeting	1,2,3
	Danish Masquerade	1,2,4
	Danish Schottische	1,5

FOLK DANCE CHART

Country	Dance	References
Denmark *(continued)*	Little Man In A Fix	1,5
	Polka Sextur	1
	Seven Jumps	1,2,3,4,5
	Sjampa	5
	Sonderburg Double Quadrille	5
	The Hatter	1,2,4
	To Tur	1,2,4
	Trallen	5
	Weaving the Wadmal	5
Dutch-Flemish	Dutch Foursome	5
	Eins, Zwei, Drei	2
	Practice Pas De Basque No. 2	1,2,4
England	Black Nag	1,2,4,5
	Circassion Circle	2,4,5
	Country Gardens	1,2,4
	Dargason	1,5
	Gaily Through the World	5
	Gathering Peascods	1,2,3,4
	Green Sleeves	1,2,3,4
	Miss Forbes' Farewell to Banff	5
	Newcastle	5
	Oranges and Lemons	1
	Picking Up Sticks	1,2,4
	Rufty Tufty	1,2,4
	Sailor's Hornpipe	1,2,3,4
	Sellinger's Round	1,2,3,4
	White Cockade	5
Finland	Practice Waltz	1,2
	Spinning Waltz	1,2,4,5
France	Garcon Volage	1,2,4
	Jibidi-Jibida	1,2,4
	Sur La Riviere	1
Germany-Bavaria-Austria	Alfelder	5
	At the Inn, To the Crown	5
	Bruder Lustig	1,2,4
	Bummel Schottische	1,2.3,4
	Butterfly	5
	Come, Let Us Be Joyful	1,2,3,4,5

FOLK DANCE CHART

Country	Dance	References
Germany-Bavaria-Austria *(continued)*	Deutcher Waltzer	4
	Das Bauermadl	4
	Foehringer Kontra	5
	Klapptanz	5
	Menuettwaltzer	4
	Putjenter	1
	Seven Steps	1,2,4,5
	Stopp Galopp	5
	Tampet	3,5
	Trampelpolka	4
	Zigeunerpolka	4
Ghana	Cha, Cha Kofi Sa	6
Greece	Ais Giorgia	2,4
	Gaitanaki Rodue	4
	Gerikina	2
	Hasapikos	1,2,4
	Kritikos Syrtos	1,2
	Miserlou	1,2,3,4
	Samiotisa	5
Hawaii	Dances of Hawaii	4
	Hawaiian Stick Dance	4
Hungary	Csardas	2,4
	Cshebogar	1,2,3,4,5
Ireland	Bohreen Dance	1,2,4
	Donegal Country Round	1
	Galway Piper	5
	Irish Lilt	1,2,4
	Irish Washerwoman	1,2,3,4,5
	Migildi Magildi	1,2,4
	Stack of Barley	1,2,4
Israel	Bat Tsurim	2
	Hava Naglia	1,2,3,4
	Mayim! Mayim!	2,4,5
	Mechol Ovadya	1,2
	Patch Tanz	5
	Taam Haman	2
Italy	Neopolitan Tarantella	1,2,3,4
	Sher	2,4

FOLK DANCE CHART

Country	Dance	References
Italy *(continued)*	Sicilian Tarantella	1,2,3,4,5
Japan	Tanko Bushi	1,4,5
Liberia	Sande Zizel Dance	6
Lithuania	Finger Polka	1
	Kalvelis	1,2,4,5
	Ratukas	1
	Wooden Shoes	1,2,4
Mexico	Chiapanecas	4
	Jarabe Tapatio	1,3,4
	La Cucaracha	1,3,4
	La Raspa	1,2,3,4,5
New Zealand	Lummi Sticks	4,5
Norway	Norwegian Mazurka	1,2,4
	Norwegian Mountain March	1,2,3,4
	Norwegian Polka	1
	The Rheinlander	1,2,4
	Tra-La-La-Ja-Saa	1,3,4
Peru	Los Llameros	1,2,4
Philippines	Bamboo Hop	4,5
	Philippine Mazurka	1,2
	Tinikling	1,3,4,5
Portugal	Fado Planquito	1,2,3,4
Romania	Alunelul	2,4
	Ciocarlanul	4,5
	Milanova Kolo	1,3,4
	Rumunjsko Kolo	1,2
	Ruzmarin Kolo	1,5
Russia	Karapyet	4
	Korobushka	1,2,4,5
	Retchenko	1
	Troika	1,2,4,5
Scandinavia	Circle Schottische	1,2,4
	Heel and Toe Polka	1,2,5
	Horse and Buggy Schottische	1,2,3,4
	Practice Schottische	1,2,4
Scotland	Bluebell Polka	5
	Bonnie Dundee	1

FOLK DANCE CHART

Country	Dance	References
Scotland *(continued)*	Dashing White Sargeant	1,2,3,4
	Road to the Isles	1,2,4,5
	The Roberts	1,2,4,5
	Valeta Waltz	1
	Waltz Country Dance	1
Sweden	Gustaf's Skoal	1,2,3,4,5
	Swedish Clap Dance	1
	Swedish Schottische	1
	Tantoli	1,2,3,4
Switzerland	Meitschi Putz Di	1,2,4
	Trip To Helsinki	5
	Weggis Dance	1,2,4,5
United States	Black Hawk Waltz	1
	Boston Two-Step	1,2,4
	Circle Waltz Mixer	1
	Five Foot-Two Mixer	5
	Haste to the Wedding	5
	Laces and Graces	1
	Put our Little Foot	1,5
	Ten Pretty Girls	1,2,3,4,5
	Waltz of the Bells	2,5
Venezuela	Joropo	1,2,4
Yugoslavia	Nebesko Kolo	1,2,4
	Seljancia	1,2,4
	Tancuj	1,2,4

Chart References

1. Merrbach Record Service, Record Center, 2581 Piedmont Rd., N.E., Atlanta, Georgia 30324.
2. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.
3. RCA "World of Folk Dances," Record Center, 2581 Piedmont Rd., N.E., Atlanta, Georgia 30324.
4. Dancer's Shop, Children's Music Center, 5373 West Pico Blvd., Los Angeles, California 90019.
5. Education Activities, Inc., P.O. Box 392, Freeport, New York 11520.
6. Warren, Lee. *The Dance of Africa*, Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1972.

Evaluation

- Checklist to assess skill attainment.
- Test to determine the ability to identify music, name of dance, or country and to perform the correct step.

References:

Nagel, C. and Moore, F. *Skill Development Through Games and Rhythmic Activities.* Palo Alto, California: National Press, 1966.

Kraus, R. *A Packet Guide of Folk and Square Dances and Singing Games.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

Bambra, Audrey and Webster, Muriel. *Teaching Folk Dancing.* New York, New York: Theatre Arts Books, 1972.

Jensen, Mary Bee and Jensen, Clayne. *Folk Dancing.* Provo, Utah: Brigham Young University Press, 1973.

FENCING

Performance Skills:

Student should be able to—

- execute the correct grip.
- execute the correct body position.
- execute the advance and retreat footwork.
- execute the thrust.
- execute the lunge.
- execute the recovery.
- execute the reprise.
- execute the attack hand positions.
- execute the following attacks—beat, pressure, glide, bind, and envelopment.
- execute the following parries—beat, lateral, semi-circular, circular.
- demonstrate a knowledge and ability to apply offense and defense strategies and tactics.
- demonstrate a knowledge of selecting and maintaining equipment.
- demonstrate a knowledge and ability to apply rules, terms, and safety procedures.
- execute the knowledge of target areas and methods of scoring.

Evaluation:

- Test to determine the knowledge of terminology, rules, methods of scoring, safety procedures, appropriate strategy, and care and selection of equipment.
- Checklist to assess skill attainment.
- Construct a ladder tournament.

References:

Amateur Fencers League of America. *Fencing Rules and Manual.* Order from Secretary, AFLA, 249 Eton Place, Westfield, New Jersey.

Bower, Muriel and Mori, Torao. *Fencing.* Dubuque, Iowa. Wm. C. Brown, Co., 1972.
Curry, Nancy L. *Fencing.* Pacific-Palisades, CA. Goodyear Publishing Co., 1969.
Garret, Maxwell and Heinecke, Mary. *Fencing.* Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

FIELD HOCKEY

Performance Skills:

Student should be able to—

- execute basic stick work.
- execute the tackles—straight, left hand lunge, circular tackle, right hand lunge, left jab.
- execute passing—drive, push-pass, flick, fielding.
- execute goalkeeping.
- execute a roll-in.
- execute a bully.
- execute a scoop.
- demonstrate a knowledge and ability to apply strategy in team offense and defense.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate an ability to apply sports etiquette in play situations.

Evaluation:

- Ball Control Test to measure the ability to dribble the ball around obstacle with a time limit.
- Goal Shooting Test to determine the ability to accurately shoot for a goal at set distances.
- Fielding and Drive Test to measure the ability to field a ball, control it and drive the ball away from the striking circle.
- Test to determine the knowledge of rules, strategy, history of the game, and terminology.

References:

Dyer, Joanna; White, Ruth, and Adir, Ellen. "Lead-up Games to Field Hockey," *Journal of Health and Physical Education.* Vol. 6, No. 7, Sept., 1935, p. 30.
D.G.W.S. *Current Field Hockey-LaCrosse Guide.* Washington, D.C.: AAHPER—NEA.
Spencer, Helen. *Beginning Field Hockey.* Belmont, California: Wadsworth Publishing Company, 1970.

GOLF

Performance Skills:

Student should be able to—

- execute the correct selection and utilization of the three basic clubs—woods, irons, and the putter.
- execute safety precautions.
- apply golf rules, terminology, and etiquette.
- evaluate one's own game of golf.

Evaluation:

- Medal Tournament—Students play a specified number of holes and the lowest scorer wins. Each day's scores are added to determine the winner.
- Match Tournament—Students are divided into flights, according to how well each one scored in a qualifying round. A flight may involve 4, 8, 16 or 32 players. One point is scored for winning each hole. If there is a tie on a hole, it is "halves" and no one wins a point for that hole. The winner of each hole is the person with the fewest strokes. Each player has an opponent for every match. Winners of each match play each other to determine the winner.
- Checklist to determine the correct grip, stance, and swing.
- Checklist to determine accuracy—have students hit a certain number of balls to a circle.
- Test to determine the knowledge of rules and strategy.

References:

National Golf Foundation, *How to Improve Your Golf*. Chicago, Illinois: The National Golf Foundation, 1968.
Cheatum, Billye Ann, *Golf*. Philadelphia, Pa.: W. B. Saunders Co., 1975.
Chui, Edward, *Golf*. Pacific Palisades, California: Goodyear Publishing Co., 1973.
Diaz, Carroll, *Golf: A Beginner's Guide*. Palo Alto, California: National Press Books, 1974.

BOY'S GYMNASTICS

APPARATUS—Horizontal Bar

Performance Skills:

Student should be able to—

- execute a knee mount.
- execute a knee circle.
- execute skin-the-cat.
- execute a pullover.
- execute hip circles backward.
- execute a back pullover.
- execute a drop from the bar.
- execute a struggle-up.
- execute hip circles forward.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Parallel Bars

Performance Skills:

Student should be able to—

- execute a straddle mount.
- execute a forward dismount.
- execute a backward dismount.
- execute a shoulder stand and roll-down.
- execute a back roll mount to straddle.
- execute a single and double leg-cut dismount from the end, facing inward.
- execute a forward roll.
- execute a single and double leg-cut dismount from the end, facing outward.
- execute leg circles from support position.
- execute hip from upper arm support position.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Rings

Performance Skills:

Student should be able to—

- execute a swing and dismount on flying rings.
- execute an inverted hang on flying rings.
- execute skin-the-cat on still rings only.
- execute a bent inverted-hang on flying rings.
- execute a bird's nest on flying rings.
- execute the single-leg cuts.
- execute a double-leg cut off.
- execute a dislocation.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Side Horse Vaulting

Refer to this section in Girls' Gymnastics and add the following skills for the boys.

Performance Skills:

Student should be able to—

- execute a neckspring.
- execute basic leg cuts.
- execute single leg half-circles.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

References:

Same as those listed under Girls' Gymnastics.

GIRLS' GYMNASTICS

APPARATUS—Side Horse Vaulting

Performance Skills:

Student should be able to—

- execute an approach.
- execute the take off.
- execute contact on the horse.
- execute a landing.
- execute a squat mount.
- execute a thief vault.
- execute a straddle-stand, forward jump off.
- execute a straddle vault.
- execute a stoop vault, bent hips ascent.
- execute a stoop vault, straight body ascent.
- execute a flank vault.
- execute a wolf vault.
- execute a front vault.
- execute a handspring.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Uneven Parallel Bars

Performance Skills:

Student should be able to—

execute the grips—overgrip, undergrip, mixed, dislocate.

execute the moves on one bar—swan balance, single leg flank to stride support, single leg shoot through, back hip circle, single knee swing down and up, millcircle front hip circle.

execute the moves from one bar to another—pullover, back pullover, double leg push, single leg push, kip from low to high bar, underswing from top bar to stride support.

execute the releases—cast from high bar, hip circle low bar, cast from high bar, hip circle low bar, half twist, regrasp high bar, cast from high bar, hip circle low bar, eagle catch high bar.

execute the dismounts—thief, cast off low bar with quarter turn, flank vault, rear vault with quarter turn, forward roll off high bar, underswing from low bar, underswing from high bar, squat through, front vault from high bar over low bar.

demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Trampoline

Performance Skills:

Student should be able to—

execute basic bounces—tuck, pike, straddle, stag.

execute basic landings—seat drop, knee drop, hands and knees drop, front drop, back drop.

execute basic twisting—half pirouette, full pirouette, seat drop—half twist to front drop, front drop—half twist to back drop—full twist to seat drop.

execute somersaulting—back, back somersault with half twist, back somersault-layout full twist, front somersault.

demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Balance Beam

Performance Skills:

Student should be able to—

execute the mounts—cross squat, back pullover, crotch seat, squat, knee scale, one leg squat, fence vault, wolf mount, straddle, forward roll.

execute movements on the beam—walk, run, jump, turn, skip, balance seat, front scale, knee scale, one leg squat, straddle hold, splits, back arch.

execute leaps—crouch jump, step-hop, runs and leaps, skips, hitch kick, scissor kick, stag, cat leaps.

execute tumbling and balance moves—back shoulder roll, forward shoulder roll, shoulder balance, cartwheel to hand balance, English hand balance, etc.

execute dismounts—straddle toe touch, round-off, cartwheel, English handstand, etc.

demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Floor Exercise

Performance Skills:

Student should be able to—

execute ballet movements—toe stand, body wave, ballet touch, pirouette, spiral, stag leap, etc.

execute balance skills—one-leg balance, arabesque, front scale, balance seat, hand balance, Yogi headstand, etc.

execute flexibility skills—splits, straddle lean, needle scale, supine arch, back and front walkover.

execute agility skills—shoot through, forward drop, valdez.

execute tumbling skills—rolls, cartwheels, walkovers, etc.

demonstrate a knowledge and ability to apply the mechanical principles of each skill.

Evaluation for Gymnastics

- Test to determine the knowledge of: how to set up and move equipment; how to care for equipment; how skills are performed; how to spot them properly; safety rules and the use of safety or spotting devices; and rules of competition.
- Grade each vault individually with definite parts to be judged, allowing two attempts at each.
- A checklist may be used to determine the number of skills successfully acomplished.
- Skill evaluation should include individual skills and routines created from these skills.

References:

American Association for Health, Physical Education and Recreation, DGWS, *Gymnastics Guide.* 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

American Association for Health, Physical Education and Recreation, DGWS, *The Training of Judges for Girls Gymnastics.* 1201 Sixteenth St. N.W., Washington, D.C. 20036.

Baley James. *Handbook of Gymnastics In the Schools.* Boston, Massachusetts: Allyn and Bacon, 1974.

Bedard, Irving. *Gymnastics for Boys.* Follette Publishing Co., Chicago, Illinois.

Griswold, Larry and Wilson, Glenn. *Trampoline Tumbling Today.* Cranbury, New Jersey: A. S. Barnes and Company, Inc., 1970.

Lienert, Walter. *The Modern Girl Gymnast on the Uneven Parallel Bars.* Lienert's Gym Cap, 1010 West 64th Street, Indianapolis.

Musscrip, Alfreda; Hardenbergy, Helen; Rockwood, Grace M. *Apparatus Activities.* Burgess Publishing Company, 426 S. 6th Street, Minneapolis, Minnesota.

United Gymnastics Federation. *Code of Points.* AAU, 208 S. State St., Chicago, Illinois.

Vincent, William J. *Gymnastics Routines for Men.* Philadelphia, Pennsylvania: W. B. Saunders Co., 1972.

HANDBALL

Performance Skills:

Student should be able to—

- move efficiently.
- use both hands alternately for throwing and hitting the ball.
- demonstrate a knowledge and ability to apply offense and defense strategy.
- execute different types of shots—service, volley-kill, right-outside-corner-kill, right-inside-corner-kill, lob, overarm shots, sidearm, underarm and rebound shots from back wall.

Evaluation:

- The Cornish Test. The following test items are included: 30-second volley, front-wall placement, back-wall placement, power stroke, and placement service.
- Checklist to evaluate a player's ability to use right and left hands, move about the court efficiently, and demonstrate a variety of shots and services.
- Test to determine the knowledge of rules, strategy, and method of scoring.

References:

Armbruster, David; Musker, Frank, and Irwin, Leslie, *Basic Skills in Sports for Men and Women.* St. Louis: C. V. Mosby Company, 1971.

Official Handball Rules. Latest edition, New York: The Amateur Athletic Union of the United States.

Pennington, G. G. "A Measure of Handball Ability," *Research Quarterly,* XXXVIII (1967), pp. 247-53.

Yukic, Thomas. *Handball.* Philadelphia, Pennsylvania: W. B. Saunders Co., 1972.

ORIENTEERING

This sport can combine cross-country running with land navigation. It can be constructed so that students compete for the best time over rugged terrain, using a compass, a topographic map, their common sense and training to pick the best and quickest way to cover the course. A fixed course should be planned with several checkpoints along the way.

Performance Skills:

Student should be able to—

- demonstrate the ability to utilize a compass.
- demonstrate the ability to read a topographic map.
- demonstrate endurance by successfully completing the course.
- demonstrate the ability to navigate the course.

Evaluation:

- Test to determine the knowledge of utilizing a topographic map, compass, and designing a navigable course.

References:

Mustard, Major C. A., *By Map and Compass—An Introduction to Orienteering.* Silva, Inc., Laporte, Indiana, 1950.
Rutstrum, Calvin. *Way of the Wilderness.* Burgess Publishing Company, 1952.
The Pathfinder Orienteering Area. Silva, Inc., LaPorte, Indiana.

RIFLERY

Performance Skills:

Student should be able to—

execute safety precautions.
demonstrate a knowledge of laws and regulations.
identify the intelligent use of sporting arms.
demonstrate the ability to correctly handle the gun.

Evaluation:

- Accuracy test with each student firing five rounds from a prone, sitting, kneeling and standing position.
- Test to determine the knowledge of safety rules, method of scoring, terminology, state and federal laws.

References:

Sporting Arms and Ammunition Manufacturers' Institute, *Shooting's Fun for Everyone.* New York: The Institute, free.
Sporting Arms and Ammunition Manufacturers' Institute, *10 Commandments of Shooting Safety.* New York: The Institute, free.
Sporting Arms and Ammunition Manufacturers' Institute, *What Every Parent Should Know When a Boy or Girl Wants a Gun.* Free.

SELF-DEFENSE

The importance of a self-defense course for all students should not be on the personal vengeance skills, but rather on the skills of assault prevention. The major emphasis needs to be placed on the awareness for self-survival. An awareness program based upon the theme "What to do if" the following hazardous situations occur: walking, driving, obscene phone calls, babysitting, and hitchhiking need to be included in an introductory session. These skills can be learned without danger of injury and can be taught without special equipment or uniforms.

Performance Skills:

Student should be able to—

- execute all hand and arm skills—single hand blow, single hand blow to the arm, double hand blow to the neck and ears, side of fist blow, heel of hand blow, finger jabs, knuckle blow, fist blow, pinch and twist, scratching, elbow punch, finger bending, neck vise.
- execute all feet and leg skills—grind heel on the instep, stomp heel on the instep, scrape the shin, knee to the groin, power kick.
- execute wrist releases.
- execute body hold releases.
- execute the leap and parry in avoiding blows.
- execute a shoulder twist.
- execute strangle hold releases.
- execute defense skills from the ground.
- execute defense skills in a gun attack.
- demonstrate a knowledge of the concept of balance.
- demonstrate a knowledge of the concept of leverage.
- demonstrate a knowledge of potentially hazardous situations and sexual assault.
- demonstrate a knowledge of avoidance and/or preventive strategies.

Evaluation:

- A checklist to assess skill attainment.
- Test to determine the knowledge of hazardous situations, body placement, appropriate releases for the situation, sensitive parts of the body, and how to execute any skill.

References:

Francis, Maureen. "Defend Yourself," *The Sports Woman*, Vol. 2, No. 3, May-June, 1974, p. 28.

Greenwalt, Julie, "A 1000-Hit Thug Tells How He Works," Life, January 28, 1972.

Gustuson, Donald and Masaki, Linda. *Self Defense for Women*, Allyn and Bacon, Inc., Boston, Massachusetts.

Masters, Robert. *The Complete Book of Karate and Self Defense*. New York, New York: Sterling Publishing Co., 1974.

McGrath, Alice and Tegner, Bruce. "Self Defense for Girls," *"Journal of Health, Physical Education and Recreation*, Vol. 40, No. 2, February, 1969, p. 39.

Pirnat, Janet Wenger. *Personal Defense Skills for Women*. Champaign, Illinois: Stipes Publisher, 1975.

Stock, F. Patricia. *Personal Safety: Defense for Women*. Burgess Publishing Company, Minneapolis, Minnesota.

Tegner, Bruce. *Self Defense for Boys and Men*. 1969, Thor Publishing Company, Ventura, California.

Tegner, Bruce. *Self Defense for Girls and Women*. 1969, Thor Publishing Company, Ventura, California.

The Boston Women's Health Book Collective, "Defending Yourself Against Rape," *Ladies Home Journal*, July, 1973, p. 62.
Reuter, Edward. "Self-Defense for Girls," *Journal of Health, Physical Education, and Recreation.* Vol. 37, No. 3, March, 1966, p. 40.
Selkin, James. "Rape," *Psychology Today*, January, 1975.
Offir, Carole Wade, "Don't Take It Lying Down," *Psychology Today*, January, 1975.
Walch, J. Weston. *Posters on Self Defense*, J. Weston Walch, Publisher, Portland, Maine.
Wyness, G. B. *Practical Personal Defense*. Palo Alto, California, Mayfield Publishing Co., 1975.

SOCCER

Performance Skills:

Student should be able to—

- execute the skill of running.
- execute the skills of kicking—long kicks, instep kick, side-of-foot kick, short kick, push-pass, lob pass, flick kick, heel kick.
- execute the skills of dribbling—inside-of-foot dribble, outside-of-foot dribble.
- execute the skills of trapping—inside of lower leg, front of both legs, sole of foot, inside of both legs, heel trap, inside of thigh trap.
- execute the skills of passing.
- execute the skills of tackling—hook, split, front tackle, side tackle.
- execute the skill of punting.
- execute the skill of heading.
- execute the skills of volleying—knee, foot, shoulder.
- execute the skill of drop kicking.
- execute the skill of dodging.
- execute the skill of body blocking.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply strategy in team offense and defense.
- demonstrate a knowledge and understanding of the rules.
- demonstrate the abilities of officiating and scorekeeping.
- demonstrate a knowledge and ability to apply safety measures.

Evaluation:

- Warner Soccer Tests.
- Checklist to assess the skills of trapping, heading and volleying.
- Shaufele Soccer Volleying Test.
- Test to determine the knowledge of terminology, rules and strategy.

References:

Bailey, C. I. and F. L. Teller. *Test Questions for Soccer*. Philadelphia: W. B. Saunders Co., 1969.
Blake, O. William and Anne M. Volp, *Lead-up Games to Team Sports*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Csandi, Arpad. *Soccer.* New Rochelle, New York: Sportshelf, 1972.
DGWS, *Soccer-Speedball Guide.* Washington, D.C.: American Association for Health, Physical Education and Recreation.
Rosenthal, Gary. *Soccer: The Game and How To Play It.* New York, New York: Lion Books, 1973.
Worthington, Eric. *Teaching Soccer Skill.* London, England: Lepus Books, 1974.

SOCIAL DANCE

Performance Skills:

Student should be able to—

- execute a walking step.
- execute a fox trot.
- execute a waltz step.
- execute a Rumba step.
- execute a Bossa Nova step.
- execute a Charleston step.
- execute a Cha Cha step.
- execute a swing or a Lindy step.
- execute a Mambo step.
- execute a Samba step.
- execute a Tango step.
- demonstrate a knowledge of the terminology of social dance.
- demonstrate the ability to apply etiquette in social situations.
- demonstrate the ability to apply the correct step with the tempo of the music.

SOCIAL DANCE CHART

Dance Steps	Music	Reference
Fox Trot	September In The Rain	1
	Blow Your Horn	1
	Easy To Love	1
Waltz	Beautiful Love	1
	Moon River	1
Rumba	Frenesi	1
	Speak Low	2
Bossa Nova	Fly Me To The Moon	1
Charleston	Charleston	1
Cha Cha	In A Little Spanish Town	1
	Never On Sunday	2
	Cherry Pink	2
Swing or Lindy	Undecided	1
	Jersey Bounce	1
	Blue Moon	2

SOCIAL DANCE CHART

Dance Steps	Music	References
Mambo	Mitch's Mambo	2
	Coffee Mambo	2
Samba	Ay, Ay, Ay	1
	Come To The Mardi Gras	2
Tango	Hernando's Hideaway	1
	Ideas	2

Chart References

1. Children's Music Center, Inc., 5373 West Pico Blvd., Los Angeles, California 90019.
2. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the ability to identify music, name of dance, and perform the correct step.

References:

Nahumck, Nadia Chilkousky. *Teaching Guide: A Comprehensive Curriculum In Dance For Secondary Schools.* Philadelphia, Pennsylvania: Dance Academy, 1970.

Alderson, Mary B. and LeCompte, Mary Lou. *Step Right In: Making Dance Fun For Boys and Girls.* Dubuque, Iowa: Kendall Hunt Publishing Co., 1973.

Ballroom Dancing: For Beginners and Bronze Medalists. Fifth edition. New Rochelle, New York: Leisure Time Books, 1973.

Moore, Alex. *The Revised Technique of Dancing.* Eighth edition. New Rochelle, New York: Leisure Time Books, 1973.

Villacorta, Aurora S. *Step By Step To Ballroom Dancing.* Danville, Illinois: Interstate Printers and Publishers, Inc., 1974.

SOFTBALL

Perfomance Skills:

Student should be able to—

- execute the basic skills—
  - pitching, catching, throwing, fielding, hitting, base running and sliding into base.
- execute the abilities of officiating and scorekeeping.
- demonstrate a knowledge and ability to apply safety measures.
- demonstrate a knowledge and ability to apply game strategy.
- demonstrate a knowledge and understanding of the rules.
- demonstrate an ability to apply sports etiquette in play situations.

Evaluation:

- Test to determine the knowledge of rules, strategy, safety, officiating and scoring.
- Checklist to assess the skills of catching, pitching, underhand, etc.
- Throw for distance.
- Throw for accuracy.
- Underhand pitching at target.
- Fringer Softball Battery Test.

References:

American Association for Health, Physical Education and Recreation, *Division of Girl's and Women's Sports Softball Guide.* Washington, D.C.: National Education Association.
American Association for Health, Physical Education and Recreation, *Softball Skills Test Manual.* Washington, D.C.: National Education Association, 1967.
Casady, Donald. *Sports Activities for Men.* New York, New York: MacMillian Publishing Company, 1974.
Mushier, Carole. *Team Sports for Girls and Women.* Dubuque, Iowa: Wm. C. Brown, 1973.

SPEED-A-WAY

Performance Skills:

Student should be able to—

- execute the skill of dribbling the ball with the feet.
- execute the skill of passing with either foot.
- execute the skill of trapping the ball.
- execute the skills of heading and shouldering the ball.
- execute the ability of guarding an opponent.
- execute the skill of kicking-up the ball.
- execute the skill of drop kicking.
- execute the skill of punting.
- execute the skill of place kicking.
- execute the skill of the throw-in.
- execute the skill of passing to a moving player.
- demonstrate an ability to apply sports etiquette.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate the abilities of officiating and scorekeeping.

Evaluation:

- Attempt to intercept five passes.
- Same skill tests as used in speedball.
- Test to determine the knowledge of terminology, rules and strategy.

References:

Donnelly, Richard J.; Helms, William G. and Mitchell, Elmer D., *Active Games and Contests*. Second edition, "Speed-A-Way" pp. 478-480, New York: Ronald Press Company, 1958.

Speed-A-Way Guide Book. Marjorie S. Larsen, 1754 Middlefield, Stockton, California.

SPEEDBALL

Performance skills:

Student should be able to—

- execute the ability of guarding an opponent.
- execute the skills of kicking a ball—instep kick, drop kick, kicking with inside and outside of foot, place kick.
- execute the skill of dribbling the ball with the feet.
- execute the skill of the kick-up with one or both feet.
- execute the skill of punting a ball.
- execute the skill of evading an opponent.
- execute the skills of trapping a ball—sole of foot, one leg trap, two leg trap.
- execute the skill of tackling a ball.
- demonstrate the skill of catching and throwing the ball while running.
- demonstrate the skill of pivoting the body.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate the abilities of officiating and scorekeeping.

Evaluation:

- Timed dribbling through and around obstacles.
- Goal kicking using the place kick, drop kick, and penalty kick.
- Punting a ball for distance.
- Timed kick-ups.
- Kicking for accuracy and distance.
- Test to determine the knowledge of terminolgy, rules and strategy.

References:

Armbruster, David A., and others, *Basic Skills in Sports for Men and Women*. Fourth edition, St. Louis, MO: C. V. Mosby Co., 1967.

Fair, Hollis F., editor, *Speedball for Men*. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1967.

SQUARE DANCE

Performance Skills—

Student should be able to—

- execute a Shuffle step.
- execute a Balance step.
- execute a Promenade.
- execute a Do-Si-Do.
- execute a Allemande Left.
- execute a Grand Right and Left.
- execute a Sashay.
- execute a Right and Left Through.
- execute a Pass Right Through.
- execute a Ladies Chain.
- execute a Ladies Grand Chain.
- execute a Back Track.
- execute a Once-and-a-Half.
- demonstrate a knowledge of the terminology of square dance.

SQUARE DANCE CHART

Dance	Record References	Dance	Record References
Arkansas Traveler	2	Lowdown Hoedown	2
Banjo Ball	3	Marching Through Georgia	2
Barnacle Bill	2	My Pretty Girl	4
Brown-Eyed Mary	4	Ragtime Annie	2
Coming Around the Mountain	2	Salty Dog	5
Cripple Creek	1	Shuffle on Down	2
Honolulu Baby	1	Texas Star	4
Hurry, Hurry, Hurry	3	Tennessee Birdwalk	1
Jessie Polka Square	4	Teton Mountain Stomp	3
Just Because	2	Turkey in Straw	4
Left Hand Lady Pass Under	2	Waltz of the Bells	4

Chart References

1. Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520.
2. Educational Record Sales, 157 Chambers Street, New York, New York 10007.
3. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.
4. Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514.
5. MCA Records, 100 Universal City Plaza, Universal City, California 91608.

Evaluation:

- Checklist to assess the skill attainment.
- Test to determine the ability to identify music, name of dance, and to perform the correct step.

References:

Jensen, Clayne and Jensen, Mary Bee. *Square Dancing*. Provo, Utah: Brigham Young University Press, 1973.

Jensen, Mary Bee and Clayne, R. Jensen. *Beginning Square Dance.* Belmont, California: Wadsworth Publishing Co., 1968.
Hipps, Harold and Chappel, Wallace. *A World of Fun.* Nashville, Tennessee: The Methodist Publishing House, Sales Division, 201 8th Avenue.

TENNIS

Performance Skills:

Student should be able to—

- execute a forehand stroke.
- execute a backhand stroke.
- execute a serve.
- execute a volley.
- execute a lob.
- execute a smash.
- execute a drop shot.
- execute a half-volley.
- demonstrate a knowledge and ability to apply the rules, scoring, strategy and terminology.
- demonstrate an ability to apply sports etiquette in play situations.

Evaluation:

- The Dyer Backboard Tennis Test.
- The Hewitt Tennis Achievement Test.
- Hulac Rating Scale for the Tennis Serve.
- Tournaments that are appropriate for class use include: single elimination, single elimination with losers' bracket, double elimination, round-robin, ladder, and pyramid.
- Test to determine the knowledge of rules, method of scoring, terminology, and strategy.

References:

Ideas for Tennis Instruction. Lifetime Sports Education Project, Washington, D.C.: AAHPER, 1966.
A Tennis Program for Elementary and Secondary Schools. Wilson Sporting Goods Co., 2233 West Street, River Grove, Illinois 60171.
Tennis Rules. Dayton Racquet Co., Arcanum, Ohio 45304.
Barnaby, John. *Racket Work! The Key To Tennis.* Boston, Mass.: Allyn and Bacon, Inc., 1972.
Pelton, Barry. *Tennis.* Pacific Palisades, California: Goodyear Publishing Co., 1973.
Murphy, Chet and Murphy, Bill. *Tennis for the Player, Teacher, and Coach.* Philadelphia, Pennsylvia: Saunders Co., 1975.

TOUCH FOOTBALL

Performance Skills:

Student should be able to—

- demonstrate officiating and scorekeeping.
- execute the skill of stance—line stance, center stance, backfield stance.
- demonstrate a knowledge and ability to apply in team offense and defense strategy.

Performance Skills: *(continued)*

Student should be able to—

- execute the skill of blocking an opponent.
- execute the skills of passing—center pass, forward pass, pass receiving.
- execute the skill of running with the ball.
- execute the skill of punting the ball.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate the knowledge of care and repair of equipment.
- demonstrate a knowledge of safety precautions.

Evaluation:

- Forward pass for distance and accuracy.
- Fifty yard dash with football.
- Punt for distance.
- Test to determine the knowledge of rules, strategy, care of equipment and safety precautions.

References:

American Association for Health, Physical Education and Recreation, *Football Skills Test Manual.* Washington, D.C.: National Education Association, 1965.

Gromback, J. O. *Touch Football.* New York: Ronald Press Co., 1958.

American Association for Health, Physical Education and Recreation, *How We Do It Game Book.* Washington, D.C.: National Education Association, 1964.

Acuna, Augie. *Year Round Physical Education—Playground Flag Game Book.* Flag-A-Tag Co., Tucson, Arizona.

TRACK AND FIELD

Performance Skills:

Student should be able to—

- run dashes and distances at an acceptable speed for his age, size, and weight.
- jump acceptable height and distance for his age, size, and weight.
- throw an acceptable distance for his age, size and weight.
- execute an efficient sprint start and finish.
- run low hurdles if inexperienced and run standard hurdles if experienced.
- demonstrate a knowledge and ability to apply the rules for judging track and field events.
- demonstrate a knowledge and ability to apply the rules for relays.
- demonstrate an understanding and ability to apply the mechanical principles of each skill.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the knowledge of rules, terminology and judging.

References:

American Association for Health, Physical Education and Recreation, *Track and Field Guide, DWGS*. Washington, D.C.: AAHPER.

Bowers, Richard. *Track and Field Events: Fundamentals*. Columbus, Ohio: Charles Merrill, 1974.

Jackson, Nell C., *Track and Field for Girls and Women*. Minneapolis, Minn.: Burgess Publishing Co., 1969.

Lane, Elizabeth; Obrecht, Donna and Wienke, Phoebe. *How to Improve Your Track and Field for Elementary School Children and Junior High School Girls*. Chicago, Illinois: Athletic Institute.

Robinson, Clarence; Jensen, Clayne; James, Sherald and Hirschi, Willard. *Modern Techniques of Track and Field*. Philadelphia, Pennsylvania: Lea and Febiger, 1974.

TUMBLING

Performance Skills:

Student should be able to—

- execute a tripod.
- execute a tip-up.
- execute a headstand.
- execute a jump of 180 degrees.
- execute a jump of 360 degrees.
- execute a forward roll.
- execute a mule kick
- execute a handstand.
- execute a handstand forward roll.
- execute a handstand chest roll.
- execute a forward dive.
- execute a handstand mule kick.
- execute a cartwheel.
- execute a round off.
- execute a roll back to neck.
- execute a back roll.
- execute a back roll extension.
- execute a limbre over.
- execute a back walkover.
- execute a front walkover.
- execute a valdez.
- execute a kip.
- execute a head spring.
- execute a neck spring.
- execute a front handspring.
- execute a back handspring.
- demonstrate an understanding and ability to apply the mechanical principles of each skill.

Evaluation:

- Points for a routine composed by students.
- Stunts attempted are checked off on a pass or fail basis.

References:

Same as those listed under Girls' Gymnastics.

VOLLEYBALL

Performance Skills:

Student should be able to—

- execute the skills of passing the ball—overhead pass, forearm bounce pass, setting.
- execute the skills of serving the ball—underhand, overhand, floater, overhead.
- execute the skills of attacking—spike, drop volley.
- execute the skills of defending—net block, block.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate an ability to apply officiating and scorekeeping.
- demonstrate the knowledge of care and repair of equipment.

Evaluation:

- Repeated volley test.
- Serving test.
- Test to determine the knowledge of game history, rules, terminology, and strategy.
- Brumbach Service Test.

References:

American Association for Health, Physical Education and Recreation. *Volleyball Skills Test Manual.* Washington, D.C.: American Association for Health, Physical Education and Recreation, 1967.

Egstrom, Glen H. and Schaafsma, Frances. *Volleyball.* Dubuque, Iowa: William C. Brown Co., 1972.

Shay, Clayton, Test Consultant. *Volleyball Skills Test Manual.* Washington, D.C.: AAHPER, 1969.

Thigpen, Janet. *Power Volleyball for Girls and Women.* Dubuque, Iowa: William C. Brown Co., 1974.

Volleyball Guide. Current edition, Washington, D.C.: The Division of Girls' and Women's Sports of the American Association for Health, Physical Education and Recreation.

BOYS' WEIGHT TRAINING

Different individuals will start at different weight levels, but gradually increase the weights as one's strength increases. A proper weight to start exercising with is any weight with which one can execute 10 repetitions without STRAIN. It is suggested that weight training should be done three times per week with no less than thirty-minute workouts. Adequate rest periods should be planned between each workout for muscle recuperation. The main thought to remember is to not STRAIN, but train. Other important components of training are regular exercise, a properly balanced diet, and adequate sleep.

Performance Skills:

Student should be able to—

perform efficiently in selected skills by conditioning the body through the use of barbells, dumbbells, pulley weights, or similar apparatus.

demonstrate the overall development of the individual's body.

demonstrate strength, power, endurance, and flexibility in relation to individual differences.

execute efficiency of the cardio-vascular and respiratory system in relation to individual differences.

demonstrate an understanding and ability to apply the mechanical principles of each skill.

GIRLS' WEIGHT TRAINING

Weight training for girls can be a very beneficial part of a conditioning program. It can help contour the figure, trim the waistline, aid in weight control and generally improve body tone. Barbell exercises using the bar only should be a starting point for the program. Add only the lightest weights until the exercises can be done easily for the prescribed number of repetitions. The progress of the individual will depend upon her own level of development, the gradual increase of the weights, and the number of repetitions. Proper breathing should be emphasized. With any exercise, breathe in at the start of each exercise movement and exhale upon completion of each movement. This should be a general rule unless specified in the exercise.

Performance Skills:

Student should be able to—

perform efficiently in selected skills by conditioning the body through the use of barbells.

execute the overall development of the individual's body.

demonstrate strength, power, endurance and flexibility in relation to individual differences.

execute efficiency of the cardio-vascular and respiratory system in relation to individual differences.

demonstrate an understanding and the ability to apply the mechanically principles of each skill.

References:

Randall, Bruce, *The Barbell Way to Physical Fitness.* Garden City, New York: Doubleday and Company, Inc., 1970.

Hooks, Gene. *Weight Training In Athletics and Physical Education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Leighton, Jack R., *Progressive Weight Training.* New York: Ronald Press Company, 1961.

McHenry, Earle W., *Basic Nutrition.* Revised with George H. Beaton, Philadelphia: J. B. Lippincott Company, 1963.

WRESTLING

Performance Skills:

Student should be able to—

- execute proper stances and correct referee's positions.
- execute several different take downs against resistance.
- execute several diverse escapes and reversals against resistance.
- execute the ability to counter an opponent's moves.
- demonstrate knowledge and ability to apply the rules and strategy of wrestling.
- demonstrate competence as an official, a timekeeper, and a scorekeeper.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the knowledge of rules, strategy, and scoring.

References:

American Association for Health, Physical Education and Recreation, *Physical Education for High School Students.* Washington: National Education Association, 1970.

Seaton, D.C.; Irene Clayton; H.C. Leibee; Lloyd Messersmith, *Physical Education Handbook.* Fifth edition, Englewood Cliffs, New Jersey, Prentice-Hall, 1970.

Gianakaris, George and Damico, Frank. *The Handbook of Wrestling Drills.* Cranbury, New Jersey, A. S. Barnes and Co., 1974.

Umbach, Arnold and W. Johnson, *Successful Wrestling: Its Bases and Problems.* Dubuque, Iowa: William C. Brown, 1972.

PHYSICAL CONDITION AND FITNESS

The human body is built for action, not solely for rest. One important aim of regular physical training is to achieve a physical condition and fitness level that is well above that required for the routine job. Recreational activities which involve exercise promote physical fitness when performed regularly and are an important factor in the maintenance of health.

Many infectious diseases have been conquered effectively, but diseases of a degenerative nature have increased extensively, particularly cardiovascular diseases. One cannot avoid the thought that our modern way of life could be one important factor and that the main determinants of longevity are now more cultural than medical. Several factors such as heredity, diet, and a way of life seem to be of importance in the development of cardiovascular disease. The problem is to continue throughout our later life with enough exercise to help us maintain a level of physical fitness and good health.

Sometimes we may be in the mood for physical exercise and sometimes not. In certain situations, we feel that we could accomplish anything but at other times nothing seems to work. Certain areas of

the brain hold a key position in the question of coordinating muscles. Activity is influenced by a person's mood. The ability to perform may vary from day to day without any change in the training status or without the influence of illness. Everyone is not equally interested in physical labor. Some people actually like to torture themselves while others may be lazy and give up as soon as they start to feel physical resistance. The level of mental attitude may be an individual problem to be considered and resolved. Individuals need to recognize their own level of readiness and their own state of health as it relates to their own physical fitness.

Vigorous physical activity helps to develop muscles and physical strength. Once developed, strength can easily be maintained. The heart is a muscle and is strengthened and improved in its function by any form of strenuous exertion. Exercise also enables the lungs to take in air more easily and to utilize oxygen more efficiently.

MOTIVES FOR PHYSICAL ACTIVITY

- Training for good performance.
- Possible favorable influences on the body's chemistry.
- Greater chance of survival of cardiovascular diseases.
- Reduction or prevention of obesity.
- Reduction or prevention of injuries.
- Possible reduction of malnutrition through the need for a higher caloric intake.

COMPONENTS OF PHYSICAL FITNESS*

Agility: Speed in changing body positions or in changing directions.

Balance: Ability to maintain body equilibrium.

Circulatory-Respiratory
Endurance: Moderate contraction of large muscle groups until predetermined circulatory-respiratory state is reached.

Flexibility: Range of movement in a joint or a sequence of joints.

Muscular Endurance: Continuous muscular contraction until muscle is fatigued.

Muscular Power: Ability to release maximum muscular force in the shortest time.

Muscular Strength: Contraction force of muscles.

Speed: Rapidity with which successive movements of the same kind can be performed.

***Footnote**

Safrit, Margaret. *Evaluation In Physical Education: Assessing Motor Behavior*. Englewood Cliffs, New Jersey: Prentice-Hall, 1973, p. 204.

EXERCISES FOR THE BODY

General Conditioning

- Jumping jacks
- Burpee (squat thrust)
- Leg swings
- Forward bend (toe touching)
- Standing trunk twisting
- Lying trunk twisting

Arms, Chest and Shoulder Girdle

- Push ups (knees flexed)
- Push ups (knees extended)
- Twist and stretch
- Chest lift
- Arm(s) swinging
- Arm(s) circling

Waist and Abdomen

- Abdominal contraction
- Flexion of knees to chest
- Side flexibility
- Lateral bending
- Trunk twisting with knee touching to side
- Trunk twisting with leg extension
- Sit up with trunk twist
- Alternate leg lifting and lowering

Neck and Back

- Flexion and extension of neck
- Neck flexibility
- Neck flexibility with rotation of head

Hips and Thighs

- Hip bounce with side bobbing
- Hip rocking with sideward twist
- Hip rolling with knee touching
- Hip rolling
- Hip bouncing
- Trunk bouncing from hips
- Bobbing from hips with back extended
- Trunk stretching with toe touching
- Flexion and extension of the spine while sitting on heels

Feet and Legs

- Leg abduction on floor
- Leg abduction standing
- Side leg raising
- Standing leg lifts
- Running in place
- Leg lifts
- Double leg lifting and lowering
- Sit ups and leg lifts
- Running in place with long strides
- Pedaling
- Deep knee bends
- Sustained deep knee bends
- Knee bends with knee upward raising
- Deep knee bends with leg stretching
- Toe touching
- Knee raising

Relaxation

- Vertical pendulum swing
- Voluntary tension and relaxation
- Folding and unfolding
- Relaxed roll
- Relaxed fall

Partners

- Straddle pull ups
- Back to back leg lift
- Wheelbarrow, push up
- Front lie, trunk raise
- Back lie, leg swing

TESTS OF PHYSICAL FITNESS

	Elementary Level	Secondary Level	Male	Female
Muscular Strength and Endurance Tests				
Cable-Tension Strength Test		X	X	X
Drop-off Index		X	X	X
Kraus-Weber Test	X	X	X	X
McCloy's Athletic Strength Test	X	X	X	
Physical Fitness Index (Original)	X	X	X	X
Physical Fitness Index (Oregon Simplification)	X	X	X	X
Roger's Strength Index	X	X	X	X
Motor Test Batteries				
AAHPER Youth Fitness Test	X	X	X	X
AAU Junior Physical Fitness Test	X	X	X	X
Air Force Academy Physical Aptitude Examination		X	X	
Army Physical Efficiency Test		X	X	
California Physical Performance Test	X	X	X	X
Indiana Motor Fitness Test (Elementary)	X		X	X
Indiana Motor Fitness Test (High School)		X	X	X
Indiana Motor Fitness Test (Men and Boys)		X	X	
Marine Corps Physical Readiness Test		X	X	
Minnesota Physical Efficiency Test	X	X	X	X
Motor Fitness Screen Test for High School Girls		X		X
National Section on Woman Athletic Test		X		X
Navy Standard Physical Fitness Test		X	X	
New York State Physical Fitness Test	X	X	X	X
Oregon Motor Fitness Test (Boys)	X	X	X	
Oregon Motor Fitness Test (Girls)	X	X		X
Texas Physical Fitness—Motor Ability Test	X	X	X	X
University of Florida Physical Fitness Test		X	X	
University of Illinois Motor Fitness Test		X	X	

TEST OF PHYSICAL FITNESS
(continued)

	Elementary Level	Secondary Level	Male	Female
University of Maryland Motor Fitness Test		X	X	
United States Air Force Physical Fitness Test		X	X	
United States Military Academy Physical Efficiency Test		X	X	
Washington Elementary School Physical Fitness Test	X		X	X
WAC Physical Fitness Test		X		X
Yale University Physical Fitness Test		X	X	

ADAPTED PHYSICAL EDUCATION[1]

Adapted physical education is . . . "a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not *safely* or *successfully* engage in unrestricted participation in the vigorous activities of the general physical education program."

PROGRAM OBJECTIVES

- To assist the student in understanding the nature of his disability and its limitations.
- To contribute to the needed therapeutic exercise or correction program.
- To increase the student's awareness of the potentialities which may be developed.
- To assist the social adjustment of the disabled student.
- To assist in the development of the student's feelings of security and independence through improved physical functioning.
- To improve motor functioning to minimize the restrictions of the student's disability.

LEARNING OBJECTIVES[2]

Psychomotor Objectives

To improve general physical health and appearance.

To develop and improve basic motor skills and fundamental body movements.

To increase physical stamina, motor ability and

[1] Committee on Adapted Physical Education, "Guiding Principles for Adapted Physical Education," *Journal of Health, Physical Education and Recreation*, Vol. XIII (April, 1952). p. 15.

[2] Abstracted from *Conference Proceedings: Physical Education for Handicapped Children and Youth.* Ithaca, New York, 1972. pp. 43-44.

physical fitness through improved coordination, strength, muscular endurance, cardiorespiratory endurance, muscular power, agility, balance, flexibility and speed.

To improve posture, body mechanics, rhythm, grace, and general control of body movement. To improve sensory perception.

Affective Objectives

To develop the necessary skills and abilities for successful participation in wholesome physical education activity.

To increase social independence through a variety of group or team activities.

To experience greater degrees of acceptance and belonging through participation in and contribution to social and recreational activities. To develop better self-help skills.

To adjust to group demand and to the group. To develop respect for materials, equipment, and the rights of others.

To become more cooperative, to learn to take turns, and to share responsibilities.

To develop and exhibit leadership qualities.

To develop greater degrees of courage, self-confidence and poise.

To increase self-respect and develop a more positive self-image.

To experience satisfaction through participation.

To feel more secure in a variety of situations. To experience recognition and approval for achievement.

Cognitive Objectives

To experience spontaneous and meaningful verbal and nonverbal modes of creative expression through dancing, singing, and mimetic activities.

To improve language development and communication skills.

To improve the ability to concentrate for longer periods of time.

To improve the ability to follow directions.

To develop problem-solving skills and abilities.

To become more curious about people, things, and situations.

To develop interests and skills that have lifetime value and application.

To become more observant and better able to understand, to remember and to make decisions.

To improve visual and auditory discrimination.

To sharpen tactile senses with or without visual clues.

To develop thought patterns for perception and involvement skills.

To improve visual-motor performance in dealing with concept skills.

QUALITY FACTORS IN PLANNING

- Assignment to an adapted class should be based upon a physician's recommendation.
- Each child should have a specially designed program prepared jointly by the teacher and physician.
- Health data and other pertinent records of the child should be available to the teacher.
- Evaluation of pupil progress should be made at frequent intervals by the teacher.
- The teacher should be aware of the child's baskground, scholastic standing, and social competencies.
- The child must understand his own limitations and must adapt to activities accordingly.

- An atmosphere of trust must be cultivated with students while they are being encouraged to develop particular competencies.
- Opportunities for initial success must be provided. Students must be assisted in developing self-confidence, security, and status.
- The child should have a competency in a variety of sports, game skills, and safety habits necessary for leisure time activities.
- Organic vigor of the child should be developed within the range of the handicap.

Levels of Participation

Program Organizers

Physical Education Teacher
Physical Therapist or Occupational Therapist
Student
Nurse
Medical Doctor
Principal
Guidance Personnel

Physical Levels	*Type of Action*
Unrestricted Activity	Full participation.
Moderate Restriction	Participation in designated activities.
Severe Restriction	Limited participation and a low level of activity.
Reconstructive or Rehabilitative Activity	Participation in a prescribed program of corrective exercises or adapted sports.

SUGGESTION FOR MODIFYING ACTIVITIES[1]

Activities can be modified to enable exceptional persons to take part without apology and with a sense of achievement through equal participation with others.

Shorten time periods.
Shorten distances.
Change the types of signals.
Use guide wires, ground surfaces with different sounding textures, hand rails, and similar devices.
Soften landing spots with mats.
Allow two hands instead of one where accuracy or power are involved.
Change the rules so that they do not contain as many limiting conditions which lessen success.
Lower nets, baskets.
Increase the size of the striking implement and the targets.
Increase or decrease the size of the ball, discus, or javelin.
Permit body positions such as sitting which increase stability in games usually played in a standing position.

[1] Wheeler, Ruth and Hooley, Agnes. *Physical Education For The Handicapped.* Lea and Febiger: Philadelphia, Pennsylvania, 1969.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION[2]

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
Cardiac—May be functional (innocent) or organic (heart defect)	Functional cases may develop into organic cases if care is not taken.	1. Observe closely. 2. Have frequent medical re-examinations and reports. 3. Secure cooperation of parents in following good rules of health — diet, rest, play, understanding, medical care, etc.
1. Active condition	1. Frequent pain and discomfort. 2. Fever in some cases. 3. Low resistance to infections. 4. Low vitality and interest.	1. Youth should not be in school.
2. Convalescent state	1. Aches in joints. 2. Tires easily. 3. Shortness of breath. 4. Emotional or adjustment problems.	1. Restricted activity and short school day. 2. Frequent rest, as indicated by discomforts. 3. Encouragement to join in play. 4. Gradual return to normal activity.
3. Inactive state	1. Same as above, if any.	1. Observe carefully, if changes, seek immediate medical recommendations. 2. Most cases can participate fully in the class activities. Adapt the activity to the child by allowing more rest periods, playing in less active positions, emphasizing accuracy in performance rather than speed and endurance.

[2] Reprinted from *Guide for Teaching Physical Education*, Grades 7-12. Columbia, South Carolina, State Department of Education, 1969, pp. 125-129.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		3. Activities recommended are balance stunts, aquatics, outdoor education, bicycling, bowling, rhythms (of short duration), games which involve throwing, kicking, or batting for accuracy, and which allow short runs with opportunity for rest. 4. Avoid highly competitive activities.
Orthopedic—These would involve missing, paralyzed, or malformed arms and/or legs. The specific area involved would determine the limitation.		
1. One arm	1. Balance is affected. 2. May have superior strength in remaining arm. 3. Where a partial limb remains, there may be irritation. 4. Emotional involvement.	1. If the child has a prothesis (artificial limb), there may be no problem and the child participates in all activities. 2. If recent loss, give encouragement and chance to succeed. 3. Encourage development of balance through stunts (gymnastics). 4. Give extra protection where safe performance demands high degree of balance as in bicycling, aquatics, apparatus (ladders, ropes, etc.), jumping, and landing. 5. Insure protection of sensitive stump in activities where contact might occur — ball handling activities, dual stunts, pyramids, striking activities.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		6. Help classmates understand and accept the child. 7. Activities which are particularly good are running, dodging, aquatics, rhythms, leg strength stunts, single arm throwing (for distance and accuracy), bowling.
2. Both arms	1. Balance greatly impaired. 2. 3 and 4 above.	1. If prothesis is present, limitations are decreased. 2. See sections 2 through 6 above. 3. Activities which are particularly good are running, dodging, leg strength stunts, rhythms, balance activities (with protection).
3. One leg	1. Restricted mobility. 2. May have superior strength in remaining leg. 3. Where partial limb remains, there may be some irritation. 4. Emotional involvement. 5. Foot balance affected.	1. If prothesis is present, there may be little limitation. 2. Provide protection as needed (see above). 3. Give group security (see above). 4. Adapt activities to limitations of child by allowing someone else to run for child, placing child in position which requires less speed. 5. Activities which are particularly good are bowling, bicycling, throwing, batting, stunts using arms and shoulders, outdoor education, aquatics, rhythms in which speed of movement is not a factor.

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
4. Both legs	1. 1,2,3,4,5 above with greater limitations.	1. See sections 1 through 4 above. 2. Activities which are particularly good are bowling, throwing, catching, striking, gymnastic stunts utilizing arms and shoulder strength, aquatics, outdoor education, activities of moderate speed which encourage the development of balance in the standing position.
Visual—Partial or total. The degree of vision will determine the limitation.		
1. Total loss of vision.	1. Tends to be overweight due to lack of freedom in moving about. 2. Frequent accidents, falls, bruises, abrasions, etc. 3. Balance is affected. 4. No emotional problems unless brought on by attitude of associates.	1. Great need for vigorous activities and diet. 2. Provide protection where needed. 3. Help classmates accept child. 4. In teaching, move body parts manually to give the child the "feel" of the correct way to perform skills. 5. Indicate direction by use of sounds on targets. 6. Activities which are particularly good are track and field, aquatics, outdoor education, bowling, stationary stunts, rhythms, ball-handling activities using balls which emit a signal, strength stunts and skills.
2. Partial loss of vision.	1. Same as 1 through 4 above.	1. Same as above. 2. If glasses are worn, require plastic guards at all times.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		3. Additional activities would include those in which stationary or slow-moving targets are involved or where the game can be adapted to the child's limitation.
Hearing—(total or partial)		
Hearing total or partial	1. Balance is impaired. 2. Emotional problems are frequent. 3. Child may appear uncooperative or careless.	1. Need activities which develop balance. 2. Help classmates understand and accept child. 3. Use patience at all times. 4. If hearing aid is used, encourage constant use and give protection as needed. 5. Give directions when child is facing teacher and in normal head-upright position. 6. Use visual aids frequently. 7. Give child responsibilities. 8. Activities which are good, balance stunts and no limitations in others.
Malnutrition—This may be overweight or underweight. Overweight is far more serious than underweight.		
1. Underweight	1. Tires easily. 2. May be irritable. 3. Susceptible to infections.	1. Seek medical advice on cause of condition. 2. Seek home cooperation in attacking cause. 3. Secure cooperation of parents in promoting good health habits — rest, diet, play.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		4. Needs frequent rest. 5. Needs to be taught how to relax to conserve strength. 6. Protect from infections. 7. No limitations in activities except as previously indicated.
2. Overweight	1. Tires easily. 2. Younger children may have happy disposition, but older ones may develop social problems. 3. Lacking in speed, agility, and endurance. 4. Appears to have strength but cannot use it due to bulk.	1. Medical advice is urgently needed. 2. Factor causing overweight must be removed. 3. If there is no organic factor involved, weight can be controlled by proper balance between food intake and work output or exercise. 4. Help child gain an understanding of how his abilities are limited by his weight. 5. Encourage vigorous physical activity at school and at home.
Hay Fever and Asthma		
Hay Fever and Asthma	These are treated together because they involve breathing problems. 1. Discomfort. 2. Difficulty in getting breath. 3. Cause may or may not be known. 4. Often increased by emotional tensions.	1. Discontinue play when it causes discomfort. 2. Give frequent rest periods. 3. If cause is known and can be controlled, as in the case of dust or pollens, use a mask or avoid highly affected area. 4. Avoid highly competitive situations. 5. With a few exceptions, such cases can participate in normal activities.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
Epilepsy		
Epilepsy	Types of epilepsy range from a mild twitching to a severe seizure or unconsciousness.	1. Read medical report carefully and ask for information relative to severity and frequency of attacks, prescribed medication, and cause. 2. Know first aid necessary. Keep victim lying on back, do not restrain movements, put soft object in mouth to protect tongue, keep child quiet after attack. 3. Avoid situations which tend to cause attacks. 4. Avoid activities which involve climbing and moving apparatus. 5. Avoid highly emotional or competitive situations. 6. Except as indicated in 4,5,7, the normal activities can be performed.
Diabetes		
Diabetes	1. Frequent mental and physical fatigue. 2. Frequent weight changes. 3. Nervous. 4. Subject to infections. 5. Insulin shock and coma may occur. 6. Needs exercise to help reduce insulin need.	1. Know the medical facts of the case. 2. Get cooperation of parents in promoting good health habits: rest, diet, medication, play. 3. Avoid highly competitive activities. 4. Protect child from injuries to avoid infections.

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		5. Normal activities are good if the point of marked fatigue is avoided.
Posture—This may be organic (malformed bones) or it may be functional (habit-caused).		
1. Organic	1. From no involvement to pain and disfigurement.	1. Medical advice is necessary. 2. Follow prescribed exercises with extreme care. 3. Avoid activities which aggravate or increase deviation.
2. Functional	1. Same as above. 2. Low endurance of specific muscles involved. 3. May affect flexibility.	1. Have medical classification as functional. 2. Request medically prescribed corrective exercises and follow them carefully. 3. Use activities which stretch shortened muscles and which strengthen stretched or elongated muscles. Strive for a balance in the length and strength of paired muscles. 4. Emphasize the relationship of proper body position (posture) to physical performance.
Low Physical Ability		
Low Physical Ability	At every grade level there are children who seem to have lower ability to perform physical skills than the normal. These children may be innately endowed with less physical ability or may have had less opportunity than others.	1. Teach skills which should have been learned at a younger age. 2. Give much encouragement and praise. 3. If a child is not strong but is flexible, encourage him to

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Edueation
	Since it is difficult, if not impossible, to know the cause, the teacher must try to help the child improve.	use his flexibility; if he is not fast but is strong, encourage him to excel in strength activities. 4. In team activities place the child in positions which utilize his best skills and which infrequently use his weak skills. 5. Teach child his limitations and strengths and how to select recreational activities in the light of this knowledge. 6. A child with strength in his legs but little in his arms and little speed would be successful in jumping events, stunts which require leg strength, aquatics, kicking for distance, and rhythms.
Low Mental Ability		
Low Mental Ability	Mental ability as physical ability differs with children. The child whose mind will not retain long lists of rules or directions, or whose mind cannot work fast, will have difficulty in physical education.	1. Keep rules to a minimum. 2. Give directions slowly and repeat them. 3. Teach small units in a progressive manner. 4. Review frequently. 5. Place child in positions which allow time for deciding what to do. 6. Avoid tense situations. 7. Such children will have more success in individual and dual activities such as field events,

PLANNING FOR THE HANDICAPPED STUDENT IN PHYSICAL EDUCATION
(continued)

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
		social (couple) dance, bowling, aquatics, outdoor education, bicycling, small group games, and games with few rules.

INDIANA SPECIAL OLYMPICS

Purpose

The Indiana Special Olympics is a program of sports training and athletic competition for mentally handicapped children and adults. The purpose is to assist the physical development of the retarded, as well as their social and psychological development through positive successful experiences in sport.

The major thrust of special olympics is at the local community level. Great effort is needed to influence schools to provide better physical education programs for the mentally retarded and to persuade communities to open their facilities.

Members

Eligible participants are those individuals who, on the basis of local assessment and evaluation, have been assigned to programs designed to meet the needs of the mentally handicapped.

Local association of retarded citizens.

Public schools special education classes.

State hospitals for the mentally handicapped.

INDIANA SPECIAL OLYMPICS

SPORT	Boys	Girls	Regional Meet	State Meet
Swimming	X	#	X#	X#
Track Events	X	#	X#	X#
Field Events	X	#	X#	X#
Basketball	X	#	X#	X#
Bowling	X	#	X#	X#
Gymnastics	X	#	X#	X#
Floor Hockey	X	#	X#	X#
Run, Dribble Shoot Contest	X	#	X#	X#

In addition to the sport events, an art contest is included in the program as another opportunity for the retarded to display their talents.

UNITED CEREBRAL PALSY BOWLING TOURNAMENT

Purpose

The bowling tournament provides the opportunity for the physically handicapped to participate in a leisure-time activity. The purpose is to assist the social and psychological development of the physically handicapped through a positive recreational experience.

An organized effort is needed to influence schools to provide better physical education programs for the physically handicapped and to persuade communities to open their facilities.

Members

Eligible participants are those individuals who have been assigned to programs designed to meet the needs of the physically or the multiply handicapped.

Local association of retarded citizens.

Public schools special education classes.

State hospitals.

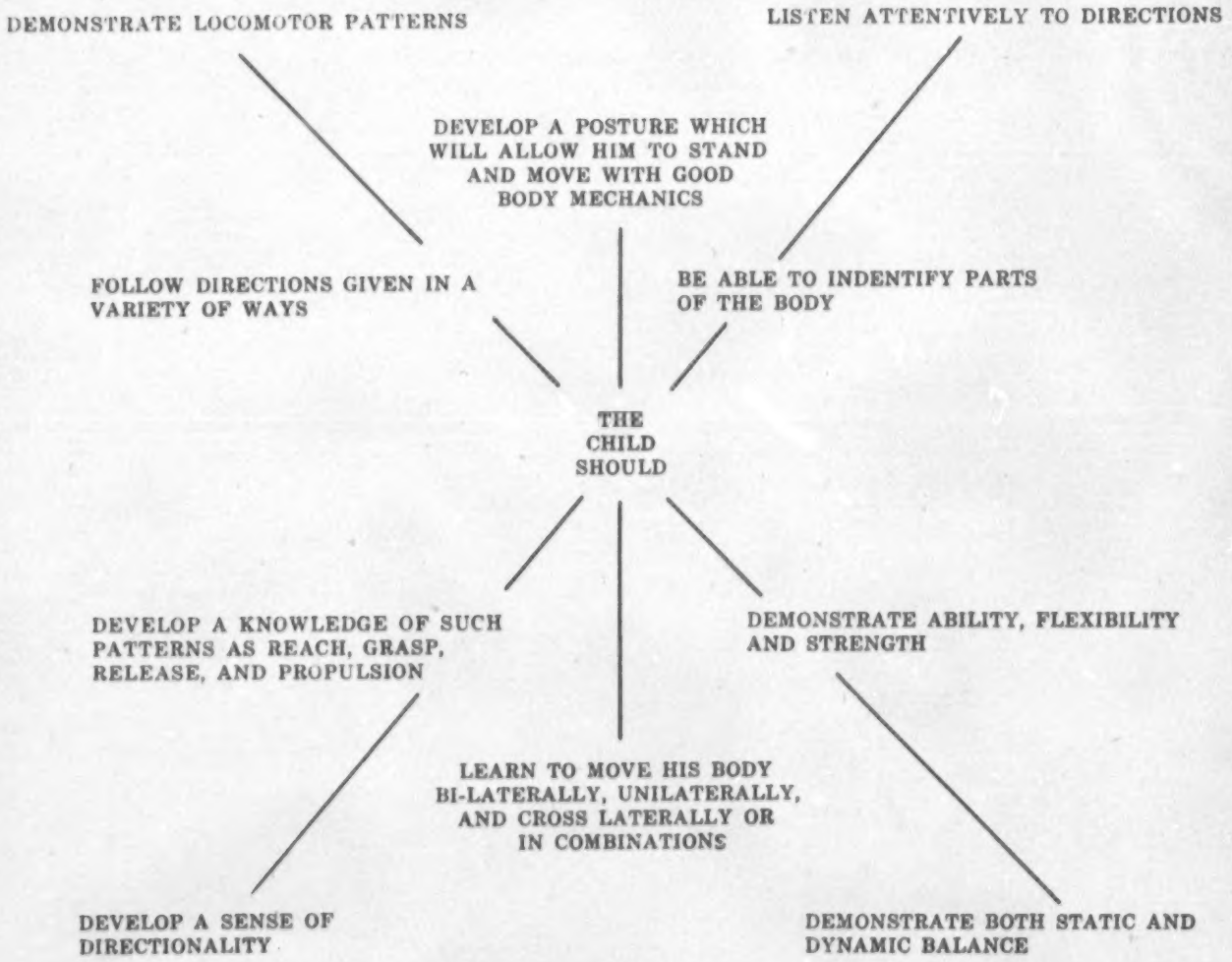
Rehabilitation centers.

PERCEPTUAL MOTOR PROGRAMS

Goals

- To provide experiences which follow a sequential pattern of motor and perceptual development which will lead to the conceptual and abstractual stages.
- To provide for the development of fundamental skills in the bilateral, unilateral and cross pattern development stages.

SPECIFIC OBJECTIVES


DEMONSTRATE LOCOMOTOR PATTERNS
LISTEN ATTENTIVELY TO DIRECTIONS
DEVELOP A POSTURE WHICH WILL ALLOW HIM TO STAND AND MOVE WITH GOOD BODY MECHANICS
FOLLOW DIRECTIONS GIVEN IN A VARIETY OF WAYS
BE ABLE TO INDENTIFY PARTS OF THE BODY
THE CHILD SHOULD
DEVELOP A KNOWLEDGE OF SUCH PATTERNS AS REACH, GRASP, RELEASE, AND PROPULSION
DEMONSTRATE ABILITY, FLEXIBILITY AND STRENGTH
LEARN TO MOVE HIS BODY BI-LATERALLY, UNILATERALLY, AND CROSS LATERALLY OR IN COMBINATIONS
DEVELOP A SENSE OF DIRECTIONALITY
DEMONSTRATE BOTH STATIC AND DYNAMIC BALANCE

What are some representative learning stations and activities?

Station	*Activity*
Body awareness	Imitate movement of body parts. Put body puzzle together.
Chalkboard	Make circles following directionality instructions.
Eye-hand co-ordination	Throw, catch, dribble, bounce, etc. a ball.
Stepping stones	Step, hop, jump to different squares on the floor. Perform a variety of balance beam activities.

How does perceptual motor training assist in the over-all functioning of the elementary child?

Motor abilities of the child are improved while ancillary components of the task (i.e., increased attention span) may transfer positively to academic learning. Caution should be exerted, however, in attributing casual relationships between perceptual motor training and performance in academic disciplines i.e., reading.

What research needs to be conducted?

Studies that focus on the relationship of a specific training device and subsequent student changes as well as the usefulness of a specific training device in relation to individual student variables.

Perceptual-motor learning is an area that has developed within a relatively short span of time as well as an area that must be studied more thoroughly. Many questions, as the investigators of these studies have pointed out, are still unanswered in the perceptual-motor learning area.

Perceptual-Motor Programs—ASSESSMENT INSTRUMENTS[1]

Robert E. McAdam

Name of Instrument	General Description	Age Level	No. of items	Need of Equipment	Administrative Ease	Source of Instrument
Dayton Sensory	15 simple items include body	4-5 years	15 Simple items	Special board, 8-ft.	Classroom teacher may	William Braley,

[1]Adapted from Perceptual-motor assessment instruments, in *Foundations & Practices in Perceptual Motor Learning—A Quest for Understanding*, pp. 45-54.

Perceptual-Motor Programs—ASSESSMENT INSTRUMENTS
(continued)

Name of Instrument	General Description	Age Level	No. of Items	Need of Equipment	Administrative Ease	Source of Instrument
Motor Awareness Survey	image, space, direction, rhythm, balance, and various kinds of coordination and form perception.			line, newspaper, watch, table, stick.	learn to administer. Individually administered-approximately 12 min. per student.	Dayton Public Schools 348 West 1st Dayton, Ohio
Denver Developmental Screening	In 4 categories (gross motor, fine motor, language, and personal-social), child is tested on a number of specifics. The percent of children passing or failing each item for a given age span is indicated.	1 mo. thru 6 yrs.	Multi-item in 4 basic categories.	Special equipment for many items.	Specialist should administer. Individually administered-approximately 30 minutes.	Joseph Dodds, University of Denver Child Study Center Denver, Colorado
Developmental Profile (Doman Delacato)	Observations on 6 categories of brain function in 7 stages given a "neuro-	Birth - 96 months	3 receptive 3 expressive	Very little equipment needed.	Specialist (nonteacher)	Jerome Hellmuth, Learning Disabilities, Vol. 2 Seattle, Washington: Special Child

Perceptual-Motor Programs—ASSESSMENT INSTRUMENTS
(continued)

Name of Instrument	General Description	Age Level	No. of Items	Need of Equipment	Administrative Ease	Source of Instrument
	logical age."					Publications, 1966.
Frostig Developmental Test of Visual Perception	Tests for independent development of 5 visual perceptual abilities and suggests relative need for visual training.	3½-7½ years	5 visual perceptual abilities	Very little equipment needed.	Teacher may administer test. Individually administered.	M. Forstig & D. Horne, The Frostig Program for Development of Visual Perception. Chicago, Illinois: Follett Publishing Co., 1964.
Minnetonka Physical Performance Readiness Test	Hand-eye coordination, balance, agility, accuracy of body placement; for ward, sideward and backward.	5-7 years	5 items	Watch, small balls, buckets, marked areas on floor.	Classroom teacher may administer. Best in groups of 3 or 4 students- Approximately 5 min. per person.	Harold Melby, Groveland Schools 3325 Groveland School Rd. Minnetonka, Minn.
Perceptual Motor Rating Scale	Tasks designed to permit observation of child by teacher in relatively short time. Through the test preliminary selection of	6-9 years	11 items	Very little needed. Balance beam and blackboard.	Classroom or special teacher may administer. Individually administered.	Newell C. Kephart, *The Slow Learner in the Classroom*, Columbus, Ohio: Charles E. Merrill Books, 1956.

Perceptual-Motor Programs—ASSESSMENT INSTRUMENTS
(continued)

Name of Instrument	General Description	Age Level	No. of Items	Need of Equipment	Administrative Ease	Source of Instrument
	training methods can be indicated.					
Pontiac Kindergarten Perceptual Motor Screening Test	6 items consisting of balance, strength, jumping, skipping, and refined muscle co-ordination.	4-6 years	6 simple items	Balance beam (8 ft. x 4 in.) mat, pillow.	Classroom teacher may administer. Individually administered-approximately 5 min. per pupil.	Lee Haslinger, Pontiac School District 350 Wide Track Dr. East Pontiac, Mich.
Project Genesis Perceptual Motor Screening	Judgment on quality of general performance.	5-7 years	28 simple items	Ball, target.	Approximately 15 min.	Dorothy Jens, Lakeview Public Schools 25901 Jefferson Street St. Clair Shores, Mich.

SAMPLE PROGRAM — EMOTIONALLY DISTURBED, LEARNING DISABILITY, BRAIN INJURED

General Objective: Develop body awareness.

Performance Objective: Student should be able to —
demonstrate the ability to identify various parts of his body.

Instructional Strategy: Teacher should —
encourage each child to say his/her own name and clap its rhythm.
encourage the children to find different ways of expressing/keeping the rhythm.

encourage one of the children to suggest a part of the body on which to tap his name, and have all children say his name aloud and tap that particular body part.

SAMPLE PROGRAM — EMOTIONALLY DISTURBED

General Objective: Develop the ability to recognize and make spatial relationships in a gymnasium.

Performance Objective: Student should be able to —

demonstrate the ability to recognize shapes and colors.

demonstrate the ability to manipulate his body.

Instructional Strategy: Teacher should —

ask the children to stand on a curved line.

ask the children to lie down on a straight line.

ask the children to sit on a red line.

ask the children to place one foot on a line of one color and place the other foot on another color.

ask the children to support their bodies without using their hands and feet.

SAMPLE PROGRAM — LEARNING DISABILITY

General Objective: Develop the visual modality in the area of symbolization and pre-reading skills.

Performance Objective: Student should be able to—

demonstrate the ability to focus his attention upon visual clues.

Instructional Strategy: Teacher should —

emphasize no sound clues will be given and tell them to move only on a color-coded "GO" signal and to stop immediately when the color-coded "STOP" signal is given.

The signals may be made on note cards. The fast changing of the cards will add excitement and will hold their attention.

ELECTIVE PROGRAM

- Quality factors
- Performance objectives
- Optional activities

Elective Physical Education Courses
Performance Objectives

A student should be able to:

Demonstrate an understanding for a vigorous conditioning program which leads to a high level of physical fitness and prevents personal injury.

Specialize in chosen team or individual sports and develop a proficiency in these activities.

Apply motor skills pertaining to team and/or individual sports and delve more deeply into game strategies.

Demonstrate competencies in playing specified positions on teams.

Participate in a body building program geared to individual differences and needs.

Demonstrate an appreciation of his/her performance of basic skills.

Exhibit sportsmanlike attitudes, teamwork, cooperation and leadership qualities.

Maintain safety awareness.

Demonstrate an understanding of or an appreciation for the need for desirable health practices including cleanliness, sleep and rest.

Optional Student Activities

Outdoor camping
Teacher assistant at elementary level
Organization of a community recreation program
American National Red Cross first aid training
Recreational sports
Teacher assistant in special education classes
Bicycling
Riflery
Lifetime sports
Conduct and perform in a track and field meet
Conduct and perform in a gymnastic meet
Conduct and perform in a swimming meet
Arrange and perform in a dance production
Arrange and perform in a swimming production

supplemental program

Intramural

Extramural

Interscholastic

School & Community

WHY ? ? ? ? ? ? ? ? ?

The intramural sports program is generally accepted as the best title for recreational sports and activities promoted within the jurisdiction of the school. The program is an outgrowth of the total physical education program where the sport fundamentals have been taught in the instructional phase. It is designed to provide opportunities for the application of learned skills to the actual game situations. The opportunity for student leadership through responsibilities in management of the activities can be provided. In addition, this program can provide the opportunity to have fun and improve school morale.

NOON HOUR PROGRAM

This time period offers great possibilities for program development. The rural-consolidated schools have their student body almost entirely during this period. Well planned and organized activities at noontime may eliminate the usual disciplinary problems because substituting something to do uses up surplus energy and provides added opportunities to maintain fitness.

It should be emphasized that noon-hour athletics and recreation is not a new idea, but in most schools throughout the nation the period is still unused and undeveloped. It would seem that a well planned program is not the unique opportunity of the large school, but is perhaps even more workable in the smaller unit. Better organized programs gradually utilize a maximum of student leadership with a minimum of faculty supervision, using a rotating schedule of responsibility. Reports everywhere indicate that the program is a powerful influence in school morale and discipline, affording the student body an opportunity for participation in a wide range of activities to meet individual interests. There is no question about its success in substituting worthwhile pursuits for the many questionable uses of the luncheon period.

CO-RECREATIONAL PROGRAM

One of the most important considerations in the organization of a co-recreational program is the method of approach. Students and faculty alike must endorse its possibilities and be prepared for its administration. The calendar must be a product of student desire and expressed interests. It should be planned without conflicting with other social, athletic and academic activities. In schools of small enrollment, where one individual

assumes most of the leadership responsibility, students could be organized into advisory committees. In larger schools the director of men's physical education must be in harmony with the director for women. This must be a joint enterprise to be successful. Enthusiastic leadership is a prerequisite at the outset.

Dressing rooms must be so arranged that both sexes can be accomodated at the same time.

SUGGESTED ACTIVITIES

All activities suggested have been used successfully by schools of all types. The same activities taught in the instructional program may be included. The annual calendar of events should be well publicized in each school.

Composite List of Suggested Sports and Activities

Games and Activities for Grades 4-5-6

Bat ball	Jacks	Prisoner's base
Bicycling	Jump the shot	Relays and stunts
Bombardment	Kickball	Roller skating
Club snatch	Kite flying	Scooter contests
Dodge Ball	Marble tourneys	Softball
Free throws	Model aircraft	Spot shooting
Hiking	Paddle tennis	Track and field

Middle and Senior High Schools

Fall	Winter	Spring
Archery	Badminton	Archery
Baseball	Bowling	Bait and fly casting
Soccer	Dart baseball	Softball
Bicycling	Gymnastics	Chess
Horseshoes	Handball	Croquet
Deck tennis	Ice hockey/skating	Dart games
Flag football	Indoor track	Track and field
Riflery	Table tennis	Paddle tennis
Golf	Water basketball	Shuffleboard
Hiking	Roller skating	Orienteering
Horseback riding	Volleyball	

QUALITY FACTORS IN PLANNING INTRAMURAL AND EXTRAMURAL PROGRAMS

Provides opportunities for all students.

Administered by an individual competent in the specific skill area being offered.

Provides equal opportunities for both boys and girls under school jurisdiction.

Allows for student leadership opportunities.

Utilizes adequate facilities in relationship to the financial status of the school.

WHY? ? ? ? ? ?

The extramural program is designed for the students who do not participate in the regular interscholastic sports program. Two or more schools make arrangements to match their intramural champions in an informal and recreational series of contests. The extramural idea is not new and unique, but its expansion has been very slow, and it remains untried in many schools. Extramurals are a variation on the girls' play day idea started several years ago.

Extramural athletics offers a splendid medium for the greater expansion of competitive values to large sections of the student body not usually proficient enough to make the varsity teams. It also permits inclusion of many sports and activities not usually found in the varsity program. It is most practical where schools are situated close together and travel is at a minimum. Perhaps only one or two extramural meets per year should be featured on the program.

EXTRAMURAL PROGRAM

SUGGESTED ACTIVITIES

The following activities are outlined as a tentative guide for selection and all lend themselves to the middle or senior high school programs.

Outdoor Extramural Sports

Archery	Ice hockey	Softball
Bait and fly casting	Ice skating races	Speedball
Horseshoes	Soccer	Tennis

Indoor Extramural Sports and Activities

Badminton
Basketball
Basketball golf
Billiards
Bowling
Bridge
Checkers
Chess
Cribbage
Dart bowling
Handball
Paddle tennis
Riflery
Shuffleboard
Table tennis
Volleyball
Water basketball
Water polo

METHODS OF PROMOTION

Several approaches can be used to promote interest in the intramural and extramural programs. Employed wisely and constantly, they make these programs an integral part of the total physical education program.

Activities Handbook
Announcement Bulletins
Message Board
School Newspaper
Awards System
Class Tournaments

SUGGESTED COMPONENTS OF AN ACTIVITIES HANDBOOK

Attractive cover
Activities and program
Awards
Bulletin board
Champions of all years
Calendar of events
Equipment and facilities
Fees, forfeits, protests
Greetings from school officials
First aid and injury information
Units of competition
Independent organizations
Instruction in activities
League play-off regulations
Sports rules and regulations
Officials, managers
Participation statistics
Special features
Organization of the program
Objectives of intramurals
Postponements
Point system and scoring
All-time records
Recreational services
Equipment for picnics and parties
Co-recreational program
Swimming permits, foot hygiene
Locker and towel regulations
Staff and administration
Action photographs
General information
Entry instructions
Practice possibilities
Health examinations
Rules of various sports, if desired

WHY? ? ? ? ?

INTERSCHOLASTIC PROGRAM

The Interscholastic Athletic Program should be considered an integral part of the total school curriculum. Interscholastic Athletics is the term used for the program designed for the gifted in physical performance. This program is a phase of the complete Physical Education Curriculum. It can make valuable and unique contributions to the aims and purposes of the entire school system. In the variety of situations that arise during strenuous practice sessions and contests, participants must repeatedly react to their own capabilities and limitations and to the behavior of others. These repeated reactions inevitably result in changes. Through this program, the individual must make decisions under duress and accept responsibility for the consequences—something that is difficult to teach in the classroom.

GENERAL PURPOSES OF INTERSCHOLASTIC PROGRAMS

- Opportunity for improvement in playing skills.
- Opportunity for development of physical vigor.
- Opportunity to expand and make real friendship with team members.
- Opportunity to travel and compete in other communities.
- Opportunity to display good sportsmanship.
- Opportunity to learn that violation of a rule of the game brings a penalty.

QUALITY FACTORS IN INTERSCHOLASTIC PROGRAMS

- Provides opportunities for students who have exceptional skill in a sport area.
- Requires coaches to be members of the faculty.
- Administered by a physical education person.
- Provides for both the girls' and boys' program under school jurisdiction.
- Provides equal financial support for the girls' and boys' programs.
- Requires medical examinations prior to participation.
- Allows for student leadership opportunities.
- Utilizes adequate facilities in relationship to the financial status of the school.

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION

Purpose

The pupose of the Association shall be to encourage, regulate and give direction to wholesome amateur interschool athletic competition between the schools who are members of the Association. All such interschool athletic competition coming under regulation by this Association shall be subservient to and complementary to the academic or curricular functions of the member schools which are their primary pur-

poses. To assure that the program of interschool athletic competition remains steadfast to the principles of wholesome amateur athletics and subservient to its primary academic or curricular functions of education of the member schools, the Association shall cooperate with agencies vitally concerned with the health and educational welfare of secondary school students; furnish protection against exploitation of member schools or their students; determine qualifications of individual contestants, coaches and officials; and provide written communications to establish standards for eligibility, competition and sportsmanship.

Membership

Any secondary school in the state may become a member of this Association by meeting the requirements. All memberships are voluntary. A school to be eligible for membership must be accredited by the State Department of Public Instruction.

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION PROGRAM

Activity	Boys	Girls	Sectional	Regional	Semi-State	State
Baseball	x		x	x	x	x
Basketball	x	#	x#	x#	x#	x#
Cross Country	x		x	x		x
Football	x				x	x
Golf	x	#	x#	x		x#
Gymnastics	x	#	x#	#		x#
Swimming	x	#	x#			x#
Tennis	x	#	x#	x#		x#
Track & Field	x	#	x#	x#		x#
Volleyball		#	#	#		#
Wrestling	x		x	x		x

WHY? ? ? ? ?

COMMUNITY SCHOOL PROGRAMS

Comprehensive Community School programs provide a vehicle for making schools the center of educational, recreational, cultural and social programs and services designed to meet the interest and needs of most community members. When carefully developed and implemented they stimulate community involvement and provide for maximum utilization of facilities and resources.

Physical education programs open to the community encourage regular adult participation in physical activities that ordinarily might not be

available to them. As a spin-off effect the programs can create a closer dialogue between the public and the physical education department, thus allowing educators to be in a better position to maintain their credibility within the community.

QUALITY FACTORS IN A COMMUNITY EDUCATION PROGRAM

- Provides for maximum use of educational facilities as well as other community facilities.
- Makes available activities for adults similar to those offered to children and youth.
- Supplement programs for children and youth.
- Involves co-ordination of community resources.
- Involves community members in decision-making and problem-solving activities.
- Relates program to the range of community needs and interests.

COMMUNITY EDUCATION INFORMATION GUIDE

Do you have?	YES	NO
Co-ordination and Staffing		
• Agency Support		
Public (park and recreation departments, school district, etc.)		
Private (apartment complexes, athletic clubs, country clubs, etc.)		
Voluntary (boys' and girls' clubs, scouts, YWCA, etc.)		
Commercial (skating rinks, bowling alleys, etc.)		
Community (centers, councils, etc.)		
• Community Participation (Council, Advisory Group, etc.)		
• Staff		
Director		
Instructors		
Aides		
Other Volunteers		
Facilities		
• Indoor		
Assembly Areas		
Swimming Pools		
Courts		
Gymnasium		
Ranges		
Rinks		
Special Purpose Areas		
Others		

YES	NO

- Outdoor
  - Assembly Area
  - Playground
  - Sports Fields
  - Tracks
  - Trails
  - Others

Financial Support
- School District
- Agencies
- Other

Can you identify?

Community Data

- Activity Interests

  Range of activities preferred. _____

  Time of day preferred. _____

  Day of week preferred. _____

  Frequency of participation expected. _____

- Participant Information

  Age range _____

  Sex _____

  Level of educational attainment _____

  Ethnic background _____

  Willingness to pay _____

appendix:

General References
Evaluation Forms

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EVALUATION FORM

Please be frank and constructive in completing this evaluation. Return a copy of this form at the end of each semester (or more often if you wish) to:

Indiana State Board of Health
1330 West Michigan Street
Indianapolis, IN 46206

Indiana State Dept. of Public Instruction
Division of Curriculum
120 W. Market Street—10th Floor
Indianapolis, IN 46204

	Good	Acceptable	Improvement
1. Clear and concise presentation of concepts and content for the teacher.			
2. Format easily followed.			
3. Movement performance objectives suitable in terms of student age and abilities.			
4. Activities commensurate with performance objectives.			
5. Interdiscipline approach to activities realistic and effective.			
6. References useful.			

7. Are more activities needed? _____Yes _____No. If yes, in what area? _____

8. Please list any activities you feel should be excluded. _____

9. Please list areas that should be expanded or additional areas that should be included. _____

10. How do you feel this publication is best used? _____

11. How do you plan to use this publication in the future? _____
Daily_____ Monthly_____ Only occasionally_____ Not at all_____
Other (Specify) _____

Name _____
School _____
Address _____
Date _____